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ABSTRACT

The report summarizes results of an evaluative study of selected state-funded elementary and secondary school programs for less commonly taught languages (LCTLs) in California. Fourteen projects at 19 school sites received a maximum of 4 years of funding to offer instruction in Japanese, Chinese (Mandarin and Cantonese), Korean, and Russian. The evaluation design was guided by six instructional and evaluation questions: (1) how proficiency in the four language skills (listening, speaking, reading, writing) can be assessed, considering the diversity of the languages; (2) whether students make reasonable progress in acquiring the language within a school year and across levels; (3) how motivation influences students' attainment of proficiency; (4) how parents' attitudes toward language study and their involvement influence proficiency; (5) the role of students' ethnic heritage background in language study and proficiency development; and (6) challenges and difficulties for teachers and administrators in teaching the LCTLs. Evaluation methods and criteria are outlined and results are reported, including findings from a parent and student survey. Results are analyzed by school level (elementary/high school). Appended materials include guidelines for student portfolio use, the questionnaires used, and related documentation. (MSE)

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ED 404 871

FINAL REPORT

Less-Commonly Taught Languages
in Selected Elementary and Secondary Schools in California

Amado M. Padilla and Hyekyung Sung

Stanford University

Foreign Language Assistance Act Program

Evaluation Project

January 10, 1997

FL024433

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EXECUTIVE SUMMARY

This Final Report summarizes the results of an evaluation study of selected elementary and secondary schools funded by the California Department of Education under the Foreign Language Assistance Act to develop model K - 12 programs in the teaching of less-commonly taught languages (LCTLs). Fourteen (14) projects at nineteen different school sites received a maximum of four years of funding to offer instruction in Japanese, Chinese (Mandarin and Cantonese), Korean and Russian. The evaluation of each model project was carried out by a team of language evaluators from Stanford University.

The evaluation design was guided by six instructional and evaluation questions regarding the teaching and learning of the target languages. The six questions addressed in this study were: (1) How can proficiency in the four language skills be assessed considering the diversity of languages, students' age, and teaching methods?; (2) Do students make reasonable progress in acquiring the language within a school year and across levels (e.g., Japanese 1 and Japanese 2) of instruction?; (3) How does motivation influence students' language proficiency attainment?; (4) How do parents' attitudes toward language study and their involvement influence students' language proficiency?, (5) Does students' ethnic heritage language background play a role in language study and proficiency development?, and (6) What challenges and difficulties do teachers and administrators experience in teaching of the LCTLs.

The Evaluation Team developed an evaluation strategy that relied heavily on teacher collaboration in working with students to develop language portfolios and in periodic rating of student oral proficiency. The evaluation also depended on student cooperation on numerous tasks ranging from preparing audio or video tapes for their portfolio to consenting to be interviewed in the language that they were learning. Parents also contributed through their completion of a survey questionnaire.

A multi-method approach was adopted for the collection of language proficiency information on students. These methods included: a language portfolio, an oral proficiency rating scale (Stanford Foreign Language Oral Skills Evaluation Matrix), an oral interview (Classroom Oral Competency Interview), and a self-assessment of proficiency in four language skills (Sung Language Assessment Questionnaire). In addition, there was a student questionnaire which contained questions regarding motivation for studying the language, learning strategies, parental involvement in students' language study, and background information on age, gender, and ethnic heritage language. The questionnaire was administered to all students beginning with the fourth grade. A questionnaire was also sent home to the parents of all students in the various language programs. The parent survey asked information on attitudes toward second language learning, involvement in child's language study, and background information on gender, language study, and ethnicity.

The information that was collected for this evaluation study was extensive. Over 200 language portfolios were assembled by teachers and students in school year 1994-95, and again in 1995-96. Evaluation Team members reviewed these 400 portfolios and prepared summaries of the level of language proficiency evident by the work found in the portfolios.

In addition, teachers provided Stanford FLOSEM ratings on over 1,200 students during both school years. The data base included two years of FLOSEM language ratings on 569 continuing students, representing all of the language programs. Another 708 high school students provided self-ratings of their language proficiency on two separate instruments (the Stanford FLOSEM and the Sung Language Assessment Questionnaire). Members of the Evaluation Team administered the Classroom Oral Competency Interview (COCI) to 375 students. Over 1,200 students from the 4th through the 12th grade completed the student survey questionnaire. To complement the student information, surveys were completed by nearly 1,600 parents with children from kindergarten through the 12th grade. Finally, information was gathered from 16 teachers and 8 administrators about challenges to teaching LCTLs and strategies for maintaining their program once the FLAAP grant terminated.

After analyzing all of the available data, the Evaluation Team was impressed with the acquisition achieved by students in the LCTLs. Careful scrutiny of all of the portfolios available to the Evaluation Team led us to the conclusion that student portfolios which included written and oral samples of work in a foreign language class provided powerful evidence that students were achieving adequate mastery across the four language skill areas within one school year and also across levels of instruction. Other forms of language assessment [teacher FLOSEM ratings, student self-ratings on the FLOSEM and the Sung Language Assessment Questionnaire, and COCIs] showed that language development in the LCTL occurred within a school year and across levels of instruction with students' attaining increasing competence in the language of instruction. The data also showed that students from the same ethnic heritage background as the language studied were able to attain higher levels of proficiency than non-ethnic heritage students.

Findings from the student and parent survey were also very important in enabling the Evaluation Team to identify important relationships that influence language learning. For example, motivation [instrumental/integrative] to learn a LCTL played an important role in students' acquisition of the language. However, other considerations such as grade level, gender, ethnic heritage status, opportunity to use the language outside of the classroom, and parental involvement often exerted more influence in language proficiency than motivation alone.

Although we were not surprised as evaluators by the finding that ethnic heritage language plays a critical role in the learning of the languages studied, it is very important that language educators keep this fact in mind when they plan and implement foreign language programs in the LCTLs. For example, ethnic heritage students reported greater reliance on outside classroom use of the language which significantly correlated with greater oral proficiency. Another important finding was the significance of parent-reported involvement in their child's language study. The different statistical approaches taken in our analyses all revealed the important role played by parents when students enroll in a LCTL program. The role of parents is even salient when examined from the perspective of ethnic heritage parents. Those parents who reported that they were more involved in their children's language study, in turn, had children who attained high oral language proficiency ratings from their teachers.

Turning to the administration of the FLAAP programs, there was considerable variation in how they were managed at each site. However, all teachers and administrators felt that support from the FLAAP grant had been essential in the development and/or strengthening of their program. Teachers and administrators all acknowledged numerous challenges in the implementation of their program. The challenges ranged from an absence of curriculum and materials to certificated teachers. Teachers and administrators stated that without the grant it would have been very difficult to overcome some of the challenges posed in teaching a LCTL at their schools. Teachers and administrators both believed that students were interested in the program at their school, and that to a lessor extent the program was supported by parents. However, teachers perceived moderate to little support for their program from their principal, school superintendent, and school board. However, this did not deter teachers from their efforts to have a strong language program. Finally, teachers and administrators indicated that their programs would continue in some way even without grant funds, but that it would be difficult to sustain the same type of activity without the support that the grant provided. However, it is important to mention in conclusion that nearly all teachers expected that they would continue teaching a LCTL even without FLAAP grant support.

Chapter 1

Introduction

In recent years there has been considerable interest in the teaching and learning of certain foreign languages that are not the traditional offerings in the curriculum of most public schools. These languages have come to be called the "less-commonly taught languages" (LCTLs) and generally include many of the world languages such as Japanese, Chinese, Russian, Arabic, Korean, etc. The importance of Asian languages, in particular, has been recognized in California by language educators, parents and students. According to the California Basic Education Data System (1995), the number of students enrolled in Japanese language classes has risen from 556 in 1982-83 to 5,439 in the 1994-95 school year (an increase of 861%). While not as dramatic, enrollment in Chinese classes has increased from 1,085 to 2,708 (149.6% increase) during the same time period. The increase in enrollment in the LCTLs is most notable in high school foreign language classes, although there are some elementary school programs that teach a LCTL.

Policy makers at both the state and federal level have recognized the importance of instruction in the LCTLs. Thus, efforts have been instituted to stimulate elementary and secondary schools to offer instruction in the LCTLs. This has occurred through the use of federal grants to school districts to initiate programs for students in the LCTLs. For instance, one such effort to stimulate demonstration projects in the LCTLs came about through the 1991 Foreign Language Assistance Act which provided federal funds to selected school districts who submitted proposals to teach one or more of the LCTLs. In California, grants for these model projects in the LCTLs were administered through the California Department of Education. These grant-awarded projects were called the Foreign Language Assistance Act Program (FLAAP). An important component of the model projects that were funded by the California Department of Education was evaluation. The intent of the evaluation was to independently determine whether the funded projects met their objectives of teaching students the four language skills (listening, speaking, reading and writing) in the target language as well as cultural knowledge. The California Foreign Language Project (CFLP) at Stanford University was designated as the evaluator for the FLAAP model demonstration projects in the LCTLs.

This Final Report summarizes the results of the evaluation study of selected elementary and secondary schools funded by the California Department of Education under the aegis of the Foreign Language Assistance Act of 1991 to teach the less-commonly taught languages of Japanese, Chinese (Mandarin and Cantonese), Korean and Russian. Specifically, 14 projects (6 Japanese, 4 Russian, 3 Chinese, and 1 Korean projects) at nineteen different school sites received four years of funding (1992-96) to develop and implement a demonstration language program in the teaching of one or more less-commonly taught languages. The programs were highly diverse in terms of teacher composition, student enrollment and strategies for implementing instruction in the LCTLs. Programs were situated in five elementary schools, one middle school, and thirteen high schools in Northern and Southern California.

All funded programs had submitted proposals specifying how they intended to implement LCTL instruction in their school. In the proposal, school officials indicated the objectives that they hoped to achieve through the program. The Stanford-based evaluators, which consisted of the authors of this report and native speakers of the languages studied, henceforth to be referred to as the Evaluation Team, began their study by familiarizing themselves with the proposal submitted by each funded program.

Objectives of the Evaluation

The evaluation of each model program was carried out by a team of language evaluators from Stanford University headed by the authors of this report. The Evaluation Team began the process of establishing the evaluation design shortly after the schools received their funding from the California Department of Education. The design was guided by several broad instructional and evaluation questions which pertained to the teaching and learning of the target language and culture. The questions and the research strategies for gathering evidence to answer these questions were developed by the Stanford Evaluation Team in collaboration with the teachers and school administrators responsible for implementing the model language programs. These questions guided the Evaluation Team throughout the four years of funding. Because the programs were all different in grade level of students, languages taught, curriculum and program implementation, no attempt was ever made to directly compare the programs in the evaluation study. Thus, analyses were carried out by comparing languages taught (e.g., Japanese vs. Chinese), levels of instruction (first vs. second year), and other variables (e.g., gender and ethnic background of students), but at no time were specific programs compared.

Instructional and Evaluation Questions

Based on the objectives for funding the LCTL programs, each project's goals specified in the proposals and knowledge from the literature in foreign language education, six instructional and evaluation questions were developed to guide the assessment of the model programs in the LCTLs. The questions are as follows:

1) How can proficiency in the four language skills (speaking, listening, reading, and writing) be assessed considering the diversity of languages, students' age, and teaching methods?
2) Do students enrolled in the less-commonly taught languages (LCTLs) make reasonable progress in acquiring the language within a school year and across levels (e.g., Japanese 1 and Japanese 2) of instruction?
3) How does motivation to study the target language differ depending on the language program, school level, gender and ethnic background? Does motivation influence students' language proficiency attainment, especially oral proficiency development?
4) Do parents' attitudes toward foreign language learning and involvement in their child's language study differ depending on the language program, school level, gender, and their ethnic background? Do parents' attitudes and involvement influence students' language proficiency attainment?
5) What role does the student's ethnic heritage language background play in language study and proficiency development in the less-commonly taught languages?
6) What challenges and difficulties do teachers encounter in teaching of these less-commonly taught languages?

In order to conduct the evaluation of the LCTLs using the guiding questions, it was necessary to establish a process that included the development of several new instruments and procedures for gathering information. The most important steps taken by the Evaluation Team to address each of the six instructional and evaluation questions are summarized in the next section of this Report.

Methodology for Addressing Each Question in the Evaluation Design

Because the nature of instruction was so important to the success of this evaluation, the methods used to assess learning of the LCTLs involved the teachers as much as possible. The hope was that by focusing closely on the instructional process with teachers, we could use portions of the evaluation plan and outcomes to foster professional understanding of effective methods for teaching the LCTLs. We also sought to incorporate their assistance in the data collection effort and to make them a part of the Evaluation Team through individual and group feedback sessions at the school sites or through group workshops. These features are included in the description of the process that the Evaluation Team used in addressing each the six questions.

Question #1: How can proficiency in the four language skills (speaking, listening, reading and writing) be assessed considering the diversity of languages, students' age, and teaching methods?

To address this question, the Evaluation Team first devised a system of **student**

portfolios as a form of performance assessment and implemented this in every language program. Student portfolios include samples of students' work that show their performance on the four language skills (listening, speaking, reading and writing) as well as the learning of cultural information about the people who speak the target language.

The Evaluation Team also developed an oral proficiency rating scale, the **Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)**, that could easily be used by teachers to assess students' oral proficiency development. Teachers were asked to rate their students' proficiency three times (September, January and May) on the FLOSEM during the school year. Target language oral proficiency assessment was also carried out on selected case study students by means of the **Classroom Oral Competency Interview (COCI)** at the end of the 1994-95 and 1995-96 school years. This assessment was conducted by native speakers of the target language who were part of the Evaluation Team. The COCI was developed by a committee under the auspices of the California Foreign Language Project (CFLP) Policy Board.

A final instrument that was used to assess writing proficiency was the **Classroom Writing Competency Assessment (CWCA)** which is under final development by the California Foreign Language Project. Participating teachers were given training on the **CWCA** and asked to use the protocol to obtain writing samples from their students for inclusion in the 1995-96 school year portfolio.

Finally, we also asked high school students during school year 1995-96 to provide the Evaluation Team with self-assessed oral proficiency ratings in the four language skill areas of listening, speaking, reading and writing. These data were collected by means of the Sung

Language Assessment Questionnaire which is a 40-item scale. Students were also asked to self-rate their proficiency using a slightly modified FLOSEM scale. This was done to correlate students' self-ratings on the FLOSEM with their teachers' ratings.

Question #2: Do students enrolled in the less-commonly taught languages (LCTLs) make reasonable progress in acquiring the language within a school year and across levels (e.g., Japanese 1 and Japanese 2) of instruction?

In order to answer this question, the Evaluation Team met frequently with teachers, made classroom observations, and developed the assessment protocol described above. We began by exploring ways to develop student portfolios during the 1993-94 school year. Then portfolios were fully implemented during the 1994-95 and 1995-96 school years. As part of the portfolio, teachers were asked to use the FLOSEM rating form at least twice a year (late September and late May) and preferably three times a year (end of January). FLOSEM scores were retrieved by the Evaluation Team and recorded for all students in all language programs by all language levels. This procedure allowed us to examine language growth within an academic year (September to May). Further, by collecting FLOSEM ratings across school years for students who continued from one level to the next in a language program, we were able to examine language development longitudinally for some students as they moved across two levels of foreign language instruction. A similar procedure was used with a smaller number of case study students for whom information on the COCI was available.

The value of the design used in this evaluation study was that it was both longitudinal and cross-sectional. The evaluation design was longitudinal because some information (such as student portfolios for selected case study students and every student's oral proficiency ratings) was available across a two-year span of time. When viewed from a cross-sectional perspective, on the other hand, we can examine changes in language growth by comparing different cohorts of elementary students from kindergarten to fifth grade and from high school students enrolled in level 1 (introductory) to level 4 or 5 (advanced) classes.

Question #3: How does motivation differ depending on the language program, school level, gender and ethnic background? Does motivation to study the target language influence students' language proficiency attainment, especially oral proficiency development?

To better understand why students enroll in the less-commonly taught language classes, the Evaluation Team developed a survey questionnaire which was administered twice, once in 1993 and again in 1995. The questionnaire contained two different scales which asked students various questions regarding their reasons and interests in studying the less-commonly taught language. One scale consisted of items taken from the now classic foreign language motivation questionnaire developed by Richard Gardner and colleagues (Gardner, 1985). Gardner believes that there are two types of motivation that explain second language learning. These are instrumental and integrative motivation for studying a foreign language. Numerous studies by Gardner and others have confirmed the existence of these two forms of motivation for learning a new language. The Evaluation Team believed that in the absence of much information about why students enroll in the LCTLs, it was important to gather information about students' motivation for language study. The second scale consisted of items developed specifically for this evaluation project. Items on this scale asked students to indicate their reasons for enrolling in a LCTL and were designed to access information about ethnic heritage considerations (e.g., want to speak to a relative), school based factors (e.g., friends are taking the class) or other personal reasons (e.g., want to study abroad) for wanting to learn the language.

The survey questionnaire was administered to all students from fourth through the twelfth grade. It was felt that students below the fourth grade were too young to fully comprehend the questions on the survey so that students from Kindergarten to the third grade were excluded from the survey. In order to determine whether a relationship existed between motivation and language attainment, students' scores on the motivational scales were correlated with teacher FLOSEM ratings.

Question #4: Do parents' attitudes toward foreign language learning and involvement in their own child's language study differ depending on the language program, school level, gender, and ethnic background? Do parents' attitudes and involvement influence students' language proficiency attainment?

An important dimension seldom examined in second language acquisition research is the role of parents in the learning of the language by their children. In this evaluation study, a questionnaire was prepared for administration to parents that asked questions about their own language learning experiences and attitudes. In addition, questions were also asked about parents' level of involvement in their child's language study. In essence, these questions sought information on parents' active involvement as language facilitator for their children. To determine whether parents' reports of involvement matched their children's perception of parental involvement, the same set of questions were also included in the student questionnaire. The questions were slightly re-worded to assess students' perception of parental involvement.

The parental questionnaire was sent home with all students from kindergarten to twelfth grade with the request that parents complete the survey and return it to school. The questionnaire was prepared in English, Japanese, Chinese, Korean, Russian, and Spanish. The questionnaire was administered in the Autumn of 1993. Since new cohorts of students entered the various language programs at the beginning of academic year 1994 and again in 1995, the survey questionnaire was administered to all new students and parents in Autumn of 1995 following the same procedures used during the first data collection effort in 1993. In order to examine whether parents' attitudes and involvement influence their child's proficiency attainment, parents' responses were correlated with students' oral proficiency ratings.

Question #5: What role does students' ethnic heritage language background play in language study and proficiency development in the less-commonly taught languages?

Given the changing demographic profile of students in California with the rapidly increasing number of Asian heritage students, this question sought to better understand how heritage language background might influence students' attitudes and motivation to enroll and learn one of the four target languages funded by the California Department of Education. Thus heritage language became a critical part of the analyses to be reported on in this Final Report. In some language programs, there were many same ethnic heritage language students and the Evaluation Team felt that it was important to understand whether heritage language learners differed from other learners in the programs we evaluated. We were able to collect self-designated ethnic heritage information from students and parents from the survey questionnaire which asked questions about ethnic and language background. By combining heritage language information and motivational data and analyzing to see what impact these factors have on students' learning as determined by such measures as ratings on the FLOSEM, we are in a good position to understand how personal factors interact in second language instruction. This is especially important given the scarcity of information regarding student characteristics and the LCTLs.

Question #6: What challenges and difficulties do teachers encounter in teaching of these less-commonly taught languages?

To answer the last question regarding the challenges and difficulties that teachers in the less-commonly taught language programs encounter, the Evaluation Team conduced **interviews** with classroom foreign language teachers, foreign language department chair persons, principals, and any other foreign language program-related personnel. At the last meeting with teachers and administrators, a survey was also conducted to evaluate the impact and accomplishment of the FLAAP grant for their foreign language programs.

The above six questions serve as a structure to organize the major findings that emerge from this evaluation study. The organization of this report will now be discussed.

Organization of the Final Report

The instructional and evaluation questions discussed above were used to organize the remainder of this Report. Specifically, in Chapter 2 we describe the process engaged in by the Evaluation Team to implement the evaluation plan over the four years covered by this FLAAP Evaluation Project. Because a review of the literature revealed very little information about the teaching and learning of the LCTLs, it was necessary to develop and/or use several new instruments to collect data on target language attainment. In other studies of the learning of foreign languages, it is known that such factors as motivation to learn the target language, learning strategies and parent involvement all appear important in learning a second language. Thus an instrument to assess these personal factors was also created especially for this evaluation study. Chapter 2 provides information about the measurement devices that were developed for use by the Evaluation Team. Chapters 3 through 6 present the major findings from the evaluation which address the issues of students' proficiency assessment and factors influencing target language proficiency development. The chapters which summarize our findings are organized around the six (6) questions addressed at the start of this Report. Chapters 3 and 4 describe how we sought to assess target language proficiency attainment as brought up in Questions #1 and #2 and what we learned from this effort. Chapter 5 presents information about the students' reasons for enrollment in the LCTLs as mentioned in Question #3. Also included in this chapter is a summary of parents' attitudes toward foreign language learning and their involvement in the language study of their child (Question #4). The heritage language background issue in relation to the students' language study including students' motivation, learning strategies, parental involvement and oral proficiency attainment (Question #5) was discussed throughout Chapters 3, 4, and 5. Chapter 6 summarizes our findings with teachers and administrators about their perceptions of the program. This chapter also describes insights on the challenges and difficulties that teachers and students encounter in the teaching and learning of the less-commonly taught language programs (Question #6).

Chapter 2

Description of Evaluation Activities

Description of Project Sites

When the FLAAP grants were first awarded in 1993, 13 project sites received funding. These projects were located in 12 participating schools in both Northern and Southern California. Projects were guaranteed two-year grant support and later the grants were extended for an additional two years. Thus projects were awarded four years of total support. In the 1994-95 school year, one more project was added with four participating schools. This project received two years of funding extending through Spring 1996. Also a school was added to an existing project site during the final project year. In addition, one Russian project changed over the funding period with one school dropping out of the project and new schools added. These new projects and schools were all incorporated into the evaluation study along with the originally funded projects. However, actual participation in the evaluation effort varied widely from project to project. Information on each project site (participating schools, language taught and length of participation with the grant) is shown in Table 1.

In the first year of the evaluation study, Evaluation Team members visited each project site and had numerous phone conversations with teachers whenever necessary. The evaluators discussed with teachers and school administrators the procedures to be used in evaluating each program. The evaluation questions which were listed at the opening of this

[Table 1] FLAAP Grant Participating Projects

Project	Participating School	Language Taught	City Located	Length
(1)	Clarendon Elementary	Japanese	San Francisco	4 years
(2)	West Portal Elementary	Cantonese	San Francisco	4 years
	Hoover Middle	Cantonese	San Francisco	4 years
(3)	Arts Magnet Elementary	Russian	Oakland	4 years
	Garfield Elementary	Russian	Oakland	1 year
(4)	El Marino Language	Japanese	Culver City	4 years
(5)	Saratoga High	Japanese	Saratoga	4 years
(6)	Brea-Olinda High	Japanese	Brea	4 years
(7)	Sunny Hills High	Korean	Fullerton	4 years
(8)	Venice High	Japanese	Venice	4 years
(9)	Venice High	Mandarin	Venice	4 years
(10)	Venice High	Russian	Venice	4 years
(11)	Hilltop High	Mandarin	Chula Vista	4 years
(12)	Hilltop High	Russian	Chula Vista	4 years
(13)	School of the Arts	Russian	San Francisco	1 year
	Burton High	Russian	San Francisco	3 years
	Lowel High	Russian	San Francisco	-
	George Washington	Russian	San Francisco	-
(14)	Mira Loma High	Japanese	Sacramento	2 years
	Merced High	Japanese	Merced	2 years
	Golden Valley High	Japanese	Merced	2 years
	Atwater High	Japanese	Atwater	2 years

Report served as the focal questions in organizing the evaluation. It is also important to mention in this chronology that the original 13 projects had all been funded prior to the awarding of the evaluation grant to Stanford. Thus details for evaluating programs were finalized with the site coordinators and teachers after instruction in the less-commonly taught languages had already begun.

The first site visits took placed during the months of May and June 1993. These visits served the purpose of acquainting Evaluation Team members with the program and staff members at each school site. During these visits, members of the Evaluation Team observed and videotaped class teaching for purposes of documenting instruction. In addition, interviews were carried out with teaching staff, school administrators, students, and their parents to collect baseline data for the longitudinal evaluation. At the same time, the Evaluation Team also collected information on existing techniques and instruments for assessing oral proficiency in the target languages (Japanese, Chinese, Korean, and Russian).

During the Fall of the 1993-94 school year, the Evaluation Team re-visited all of the project sites and had discussions with coordinators and teaching staff about the evaluation plan. This visit focused on working with teachers to develop student language portfolios to document language growth. Specifically, the discussions centered on how portfolios could be used to show language growth and what types of language-related information needed to be gathered for student portfolios. In addition, details were worked out with teachers to distribute and collect a questionnaire intended for students and another for their parents. The student and parent survey was deemed essential for obtaining information known to be related to second language study and attainment, so the importance of the survey was emphasized with teachers who were asked to work with their students to ensure a good response return from students and parents. This was especially true for parents of secondary students who, it was believed, might be especially difficult to reach by means of a take-home questionnaire.

During the third and fourth year, members of the Evaluation Team continued the practice of visiting each site twice a year: Once at the beginning of the school year to report the previous year's evaluation results and discuss the coming year's evaluation plan, and again at the end of the school year to collect student proficiency data by means of the COCI.

Other than regular school site visits and on-going phone conversations with teachers, the Evaluation Team planned and carried out annual meetings with teachers and administrators from all participating schools. During these meetings, the evaluation team provided an opportunity to have a group workshop on various professional development topics (e.g., portfolio assessment, COCI and CWCA training, FLOSEM training, etc.) and to discuss general concerns and problems encountered by the teachers of less-commonly taught languages. These workshops and discussions were very important because most of the teachers who participated in the project had few opportunities for professional development.

Professional Development Workshops for Teachers

Portfolio Assessment Workshop

Since student portfolios were to be used to document students' language growth within a school year (and also across years of instruction), a series of workshops on portfolio development was held for teachers and administrators. At the beginning of the 1993-94 school year, members of the Evaluation Team visited each school site and held an individual training session with language teachers about the basic information on student language portfolios. Teachers and Evaluation Team members discussed the purposes and audiences of language portfolios, kinds of artifacts which could be included in a portfolio to show the students' language learning progress, and other logistics such as where to store artifacts. After this training meeting, each teacher was asked to think about their respective school plan for the student portfolios. A follow-up discussion was held with teaching staff at each school site via phone conversations. To strengthen and broaden the idea of portfolio assessment, the Evaluation Team with the collaboration of the California Foreign Language Project held a workshop on portfolio assessment on November 1, 1994. Every school representative brought a sample portfolio with them and shared it with other teachers. Teachers also exchanged experiences and problems in developing student portfolios and using them as a form of authentic assessment. The invited speaker, Susanne Charlton from UC Irvine, led a workshop on portfolio assessment. The speaker focused her comments on strengthening teachers' understanding of portfolio assessment and identified "best" practices to support this form of assessment in foreign language education. Emphasis was also given by the Evaluation Team to teachers to follow the guidelines and a table of content format so that there would be consistency of portfolios across projects regardless of language type or grade/level of instruction.

The Evaluation Team also delivered a mid-point report and explained the evaluation procedures for the current year. During this meeting, teachers were encourage to raise any questions or concerns related to their foreign language teaching. All questions were answered by either a member of the Evaluation Team or by Dr. Duarte Silva, Executive Director of the California Foreign Language Project. At this meeting, all schools were informed that the FLAAP would continue to fund them through the 1995-96 school year, thus, what we were really doing at the Workshop was planning for an evaluation process for the next two years.

COCI Training Workshop

In addition to workshops on portfolio development and use, an intensive two-day workshop for LCTL teaching staff was held at Stanford University in February 1995 on the use of the Classroom Oral Competency Interview (COCI). Since it was planned to collect students' oral proficiency data by means of the COCI as part of the evaluation plan, it was decided prior to such data collection that it would be helpful to teachers to offer a professional development workshop on the administration and scoring of the COCI. Through the COCI workshop, all teachers would be informed on how the Evaluation Team planned to conduct oral proficiency assessments with the identified case study students at all school sites. Further, it was hoped that if teachers received training on the COCI, they might subsequently use the COCI in their own assessment of students' proficiency.

Training on the COCI was conducted by Silvia Jones who was on the committee that developed the COCI and who is one of the major trainers for teachers on the COCI. In the workshop she was assisted by our language evaluators, who had previously been trained themselves on the COCI. During the first day, each teacher and language coordinator received COCI training including a demonstration interview with ESL students. ESL students were interviewed to ensure a common language among all the language teachers.

On the second day, teachers practiced administering the COCI to learners of their target language (e.g., Japanese, Russian). The COCI training with teachers was carried out with a two-fold purpose. First, the Evaluation Team wanted to let each teacher know what kind of oral proficiency interview instrument the language evaluator would use with the designated case study students at their school during late Spring. The other purpose was to encourage the classroom foreign language teachers to give serious consideration to using the COCI in their oral proficiency assessment of students when called upon to do so.

Portfolio Development

In the field of foreign language education, the use of student portfolios as a means of documenting and charting student growth in the four language skills (listening, speaking, reading, and writing) as well as cultural knowledge was very much at a developmental stage when the Evaluation Team began to work with project sites. The Evaluation Team viewed working with the project sites as an essential part of its efforts to contribute to the practice-side of foreign language education and to finding useful methods of performance-based forms of assessment. The use of portfolios was one such method of assessment explored as part of the evaluation plan.

We began with the idea of student portfolios by reviewing the literature on portfolio assessment. A search of the relevant literature revealed that most of the published material on portfolios was in the area of science and language arts education. No literature was located that dealt with the use of portfolios in the foreign language classroom. Using the existing literature, we developed a plan for portfolios that incorporated ideas about criteria for inclusion of materials in a portfolio, frequency of information collection, and documentation of materials selected for the file. Once this plan was developed, we discussed portfolios with teachers through an individual training session in the 1993-94 school year. The content of the training focussed on discussions with teachers about the purposes and audiences of portfolios in their classes, how to assemble the portfolio, what kind of artifacts would be included and how often, etc. In thinking about how best to implement a plan for portfolios, we decided to give teachers the freedom to choose their audience and purpose of the portfolio. We believed that if the use of portfolios was to be implemented meaningfully by teachers, it was important to maintain flexibility in how teachers defined the audience and purpose of their portfolios, since our schools varied between elementary and secondary levels and included four different languages. After presenting the options for portfolios to teachers at the various sites, we simply indicated that there would be Guidelines to follow to make portfolios as uniform as possible across sites and to maximize their utility as alternative forms of assessment.

The Evaluation Team asked each school site to select six students from each level (e.g., Japanese 1, Japanese 2, etc.) or grade (Kindergarten, first grade, etc.) in each language program to serve as case study students for the portfolio assessment portion of this project. After reviewing portfolios at the end of the second year of the Project, the Evaluation Team refined their Guidelines and devised a Table of Contents for student portfolios. Based on the Guidelines and Table of Contents, schools continued to assemble student portfolios during the 1994-95 year of the project evaluation. The use of portfolios was well received by participating teachers and also by students in the program. The portfolio guidelines were again revised after review and study of portfolios collected at the end of the third year. The most recent draft of the revised portfolio guidelines is included as Appendix 1.

Based on our experience in guiding language teachers through the process of developing and implementing student portfolios in a foreign language classroom, the Evaluation Team has given presentations on using portfolios in foreign language education at several professional meetings. For example, members of the Evaluation Team made a presentation at a round table discussion on portfolios in the classroom at the 1995 Annual Meetings of the American Educational Research Association (AERA) in San Francisco. Subsequently, the paper on which the presentation was based was submitted for publication to the Foreign Language Annals which is the official publication of the American Council of the Teaching of Foreign Languages (ACTFL). The paper was published in the Fall 1996 issue of the Foreign Language Annals. A copy is included as Appendix 2. In addition, presentations on implementation of student portfolios in the foreign language classroom were also given at the Annual Meetings of the American Council on the Teaching of Foreign Languages (ACTFL) in November 1995, Los Angeles and again in November 1996, Philadelphia.

The Stanford FLOSEM

The Stanford FLOSEM was first piloted with selected students at every school site at the end of the 1993-94 school year. Based on teacher feedback and reflection on the rating matrix by the Evaluation Team, the matrix was subsequently revised and put into use during school years 1994-95 and 1995-96. The Evaluation Team met with teachers at all the school sites and discussed the FLOSEM matrix and how the instrument should be used in rating students oral proficiency in the target language. Instructions for the FLOSEM along with the scoring matrix are attached to this report as Appendix 3.

Student Self-ratings of Target Language Proficiency

At the end of the 1995-96 school year, high school students were asked to self-rate their language proficiency level. The self-rated proficiency task consisted of two parts: the Stanford FLOSEM and the Sung Language Assessment Questionnaire. The FLOSEM matrix was modified slightly, including some re-wording to facilitate interpretation by students of some descriptions in the matrix. The Sung Language Self-Assessment Questionnaire consisting of forty questions, ten questions for each of the four language skill areas (listening, speaking, reading and writing), was also used to gather information about students' proficiency attainment in the language they were studying. Items on the questionnaire were answerable using a five-point Likert scale depending on the degree of comfort students had in using the target language in a given situation. This questionnaire was developed and used successfully in an earlier study by Sung (1995) with adult participants. The value of this questionnaire is that it provides self-assessments in the four language skills. A copy of the self-proficiency questionnaire for students is attached as Appendix 4.

Student Interviews

During the month of May or June in 1995, all school sites were visited for purposes of conducting oral proficiency examinations with the designated case study students at each grade or language instruction level. The California Oral Competency Interview (COCI) was administered by native speakers of each language for assessing the level of oral proficiency of the case study students. The administration of the COCI was video and/or audio-taped so that the examiners' could review the tape to ensure that they score the students' interview properly. Teachers were provided with copies of the COCI videotapes of their students at the beginning of Fall semester. The results of the COCI proficiency assessments were also shared with all teachers.

Student and Parent Questionnaire Survey

In order to examine students' and parents' attitudes and motivation of learning these less-commonly taught languages (LCTLs) as well as parental involvement in their child's language study, the Evaluation Team conducted a questionnaire survey of students from the 4th grade through to high school seniors enrolled in a language class. The questionnaire for students consisted of four parts. Part 1 consisted of 8 items comprising a scale of instrumental and integrative motivation for students enrolled in a LCTL program (e.g., "studying Japanese is important because it will be useful in getting a job in the future"; "it will allow me to meet with a variety of people"). This scale was adapted from a similar scale used previously by Gardner (1985). Part 2 was designed specifically for this study and consisted of 14 items which tapped other motives or reasons for studying these specific languages. These motives included: 1) motivation based on ethnic heritage (e.g., "this is my heritage language"); 2) school-related motivation (e.g., "I heard that the Chinese teacher at our school was good"); and 3) reasons based on personal interests (e.g., "I thought that studying Korean would be more interesting than studying European languages such as French, Spanish, or German"). Part 3 of the questionnaire contained a series of items that asked students about various strategies that they may or may not have used in their language study. There is growing evidence that successful language learners use various strategies to acquire language skills in a second language. Items for this section of the questionnaire were adapted from Oxford (1992) who has provided extensive information about language learning strategies known to be effective in language classrooms. Part 4 of the questionnaire asked students to indicate the level of parental involvement in their foreign language study. Examples of the 9 items include the following (e.g., "my parents encourage me to practice the foreign language as much as possible"; "my parents show considerable interest in my foreign language study").

The questionnaire for parents was divided into two parts. Part 1 consisted of 9 questions and asked parents about their attitudes toward foreign language learning in general (e.g., "studying a foreign language is an enjoyable experience"; "I wish to learn many foreign languages"). The second part which also consisted of 9 items asked parents to indicate their level of involvement in their child's language study (e.g., "I encourage my child to practice the foreign language as much as possible"). These last 9 items of the parental questionnaire were identical to the Part 4 of the student questionnaire. Items on both the student and parent questionnaires were arranged on a 7-point Likert scale from "strongly agree (6)" to "strongly disagree (0)".

The student and parent questionnaires are included in as an Appendix 5 of this report.

Chapter 3

Portfolios as Assessment Devices

Student Portfolios

The evaluation design called for teachers to identify six (6) case study students from each language level (or grade) for the purpose of tracking their progress throughout their participation in the program. Because we were specifically interested in formal instruction and learning of the LCTL by students who had no familiarity with the language prior to instruction, we asked each participating teacher to try to select case study students who did not belong to the same ethnic/language heritage background as the language they were learning in school. Beginning in the 1993-94 school year, all teachers worked with their six case study students to prepare portfolios. Since this was the first time that teachers had used portfolios in their language classes and because there were no available guidelines, this was a year of trial-and-error for all in learning how to implement portfolios. Portfolios were submitted by teachers to the Evaluation Team in Summer 1994. These portfolios were studied and comments prepared for teachers regarding: (a) the contents of the portfolios and (b) suggestions for improving the portfolios. Based on this trial year with portfolios, the Evaluation Team refined the guidelines for classroom use of portfolios and worked with teachers to improve how the overall quality of students' portfolios.

Thus in academic year 1994-95, teachers were again asked to work with case study students to develop portfolios that could be used to document language growth in the LCTL.

The same request was made in 1995-96. Portfolios were received between mid-June and mid-July in both 1995 and 1996. Approximately 200 portfolios were submitted for our evaluation during 1995 and again in 1996.

After the 1994-95 portfolios were received, they were submitted to a content analysis by the same native speaking evaluators who had visited each program in their assigned language and carried out the COCI testing with these case study students. Thus, the evaluators were familiar with the teachers and students whose portfolios they content-analyzed. The objective of the content analyses of the portfolios was to gather evidence that students had demonstrated growth in the four language skill areas from September to May.

The evaluators prepared an individualized report of each students' growth in the target language based on materials in the portfolio. These individualized reports for each of the case study students became a permanent record in our data system. At the same time, our portfolio reports were also given to the teachers in Autumn 1995 for their feedback and discussion regarding student progress in the LCTL. The intent of providing teachers with the reports was to encourage teachers to use the portfolios to determine whether they needed to adjust their curriculum to enhance the target language acquisition of students.

Because there is no commonly agreed upon practice for conducting a content analysis of portfolios, the language evaluators met frequently to discuss similarities and differences noted in the case study portfolios. Out of these discussions, a format was decided upon for the content analysis and reports to be prepared by the evaluators. The intent of the analysis was to create a record of the specific contents of the portfolio and to categorize the contents by language skill (listening, speaking, reading, writing and cultural knowledge) demonstrated. In addition to this, evaluators provided their impressions of the student's growth in the target language based on their global interpretation of the materials in the portfolios including FLOSEM and COCI ratings.

Analysis of the 1994-95 school year portfolios showed that teachers who had prior experience in using portfolios as a means of performance assessment of language development provided much better documentation of student language learning. For instance, teachers who participated in our pilot phase of portfolio development (school year 1993-94) and who followed our guidelines for developing language portfolios organized the items in the portfolio more systematically and provided sufficient materials for evaluators to adequately document the student's language learning progress. Also portfolios which contained a table of contents proved to be very useful for both teachers and students as they planned and implemented portfolios in the foreign language classroom.

In 1995-96, the portfolios of case study students submitted by teachers to the Evaluation Team were divided into two groups for analysis. In the first category were case study students for whom we had amassed at least two years of language data using our system of student portfolios. The second category consisted of case study students for whom we had only a single year (1994-95 or 1995-96) of data because students: (a) graduated from high school in 1995, (b) discontinued their language study after June 1995, or (c) served as new and/or replacement cases in 1995-96 for students who had left the language program through either (a) or (b) above. There were a total of 71 students for whom we had two years of language portfolio data available. The language evaluators compared the growth in language ability across the two years using all information available in the portfolios which included writing samples, quizzes, video and/or audio tapes of oral presentations, cultural projects, 2 or 3 FLOSEM ratings and COCI ratings done by our language evaluators.

Since the accumulation of summaries based on the content analyses of portfolios amounts to approximately 1,200 pages of text, we will only provide a sampling of the portfolio summaries prepared by the language evaluators to give the reader an idea of the process engaged in to make the portfolios meaningful in this evaluation study. What follows are the portfolio summaries for five prototypical students enrolled in a high school Japanese or Korean language program across a two-year span of time. In order to ensure confidentiality of students, they are identified by their first name only. Students names, language studied and level of instruction are as follows:

Name	Language and Level
John	**Japanese I to II**
Yvonne	**Japanese II to III**
Mark	**Japanese III to IV**
William	**Korean I to II**
Cesar	**Korean III to IV**

Portfolio summaries as prepared by the language evaluators for each of the five students across the two-year span of language study are presented in their entirety here. Study of these summaries reveal important insights into both the strengths and weaknesses of the portfolios for accessing information about a student's growth in the target language. By taking the cross-sectional approach used here to examine portfolio summaries from Level I through Level IV instruction, the reader of this Report will have a good understanding of the materials found in a portfolio and how such materials were used by the language evaluators to infer linguistic and communicative competence of the students in the four language skill areas.

It is also important to observe the differences in portfolio summaries between the 1994-95 and 1995-96 periods. Teachers and students were adept in the development of portfolios in the second time period and as a consequence the language evaluators' reports were more extensive for the second period. Also, in their second period reports the language evaluators commented when appropriate on a case study student's language growth between the two time periods when such evidence was available.

Summaries of Three Students Enrolled in High School Japanese Program

Name: John
Level: 1
Date of Evaluation: July 1995

Comments:

Writing: All writing samples and tests were reviews of material covered in class. Since many activities were completed throughout this year, his overall writing improved gradually.

Reading: His reading skill was good for a first level student. On the 6/1 test, there was a long passage to read. He answered all the questions.

Listening: In the 10/28 audio tape, he had a difficult time understanding the teacher's language.

Speaking: Very good pronunciation in audio tape for 10/28 teacher-student interview. To check his oral skill progress throughout the year, it would have been better if the second teacher-student interview would have been included in the portfolio.

COCI Rating: Formulaic High

* The COCI was administered on 5/25. Student was able to engage in this activity, even though, I was a stranger to him. His listening and speaking skills are good for his level.

FLOSEM Score:
10/25/94: Total score = 6 (C--1, F--1, V--1, P--2, G--1)
2/1/95: Total score = 7 (C--1, F--1, V--1, P--3, G--1);
7/15/95: Total score = 9 (C--1.5, F--1.5, V--1, P--3, G--2)

Name: **John**
Level: 2

Date of Evaluation: July 17, 1996

(1) Types of Artifacts:

Table of contents, student's notes, kanji practice, dialogue, daily schedule, translation test, dictionary form practice, kanji test, fall semester final exam, sentence practice sheets, quiz, homework: questions & answers, an essay for CWCA, spring final project, audio and video tapes

(2) Quality of Student's Work: The worksheets and practice sheets were very neat with good handwriting. However, his test scores were not always good. His fall semester final exam score was 69% and quiz in March for the negative form showed that he had only 8 correct answers out of 22 questions.

(3) Organization of Portfolio:
Student's portfolio was well prepared. It was ordered chronologically and it had his own table of contents and his comment about why he chose the tasks and what he learned from the them.

(4) Student's Language Growth.
Writing: The CWCA was rated in the Formulaic Mid range. Unfortunately, we did not have a CWCA writing sample for the beginning of the year. So it was not possible to compare growth in structure of sentences, phrases, transitions and vocabulary from the beginning to the end of the school year. Also, no information was available on how long it took to finish the essay and if the student used a Japanese dictionary or received outside help. From other worksheets or tests/quizzes, he seemed to have some trouble in grammar, particularly in the use of particles.

Reading: His reading skill was adequate for the level of instruction, but he was not sure of some words.

Speaking/Listening: In the interview with the Japanese teacher in spring, he could not answer many of the questions she asked. This was a surprise to me since he could understand my questions on the COCI in May. I thought that his language skills had constantly improved over the year.

Comparison of this year and last year's portfolios:

Last year's portfolio was also well prepared and it indicated that his listening comprehension was not good. This year's portfolio also showed that his listening comprehension has not improved much. However, based on my impression of the 1996 COCI, I believe that the student has improved greatly in listening comprehension. This is very interesting because my impressions seem to be supported by the teacher's FLOSEM ratings, which show the student having improved in oral skills by 2.5 points over the year. Although the improvement is not large, it does show that his oral abilities in Japanese have improved. The teacher's ratings on the FLOSEM corroborate my COCI rating (Formulaic High in 1995 and Created Low in 1996). As for writing, there is still much room for improvement.

1995 COCI	Formulaic High		
1996 COCI	Created Low		
1994-95 FLOSEM	6,	7,	9
1995-96 FLOSEM	12,	13.5,	14.5
1994-95 Grades	A+,		B+
1995-96 Grades	B+,		B

Name: Yvonne
Level: 2
Date of Evaluation: July 1995

Comments:

Writing: Excellent writing all the time with very few mistakes. In order to see her progress in writing, the passages/ essays would have been a good tool. Unfortunately, no passages/essays in free writing were available in the portfolio.

Reading: Excellent. Many reading materials were in the test, such as translations from Japanese to English, reading Japanese questions, fill-in-the-blank questions etc.

Listen: Very good listening comprehension

Speaking: Obviously, she learned from mistakes. She made a mistake on denying a compliment in a test. But she used the correct form for this structure when it was called for in the COCI on 5/25. The audio tapes (1/10, 4,24) showed very clear and excellent pronunciation. Improvement in her speaking skill was amazing.

Culture: Throughout the year, she learned a lot of culture and culture related vocabulary. The test of culture included in the portfolio was very good.

COCI Rating: Created Low

FLOSEM Scores:
10/25/94: Total score 12 (C--2, F--2, V--2, P--4, G--2);
2/1/95: Total score = 12 (C--2, F--2, V--2, P--4, G--2);
7/15/95: Total score = 13 (C--2, F--2, V--2, P--4, G--3)

* I feel that her comprehension ability is higher than the 2 shown on the FLOSEM rating.

Name: **Yvonne**
Level: 3

Date of evaluation: July 19, 1996

(1) Types of Artifacts:

Table of contents, student's reflective notes, translation dialogue, verb quizzes, homework, self-introduction, grammar quiz, fall semester final quiz, 10 sentences, dialogue, vocabulary quiz, dialogue, test, dialogue, CWCA essay, spring semester final exam (90 %)

(2) Quality of Student's Work:
Very well done

(3) Organization of Portfolio: She had many dialogue practices or translation activities and also verb tests. Artifacts were almost in chronological order with student's reflective notes.

(4) Student's Language Growth:

Writing: Her writing samples didn't have many mistakes. For self-introduction artifact, there were rough and final drafts, but her rough draft was very good with only a few teacher corrections. She seemed to be very skilled in writing even at the beginning of the year. Her CWCA essay was well done, so it was scored in the Created Low range.

Reading: Fluent. Clear pronunciation, though sometimes foreign accent was noticed slightly.

Speaking/listening: It seemed to be good. If the video or audio tape had provided impromptu talk with the teacher or a native speaker, it would have been helpful to see her speaking or listening skill more clearly.

Comparison with this year and last year's portfolios:

Last years' portfolio showed her excellent understanding in Japanese. This year, the portfolio also provided evidence of her good command of Japanese. Her improvement in the language seemed to be steady over the year. This impression is also supported by the teacher.

1995 COCI	Created Low			
1996 COCI	Created Low			
1994-95	FLOSEM	12,	12,	13
1995-96	FLOSEM	13,	15.5,	16.5
1994-95	Grades	A+,		A+
1995-96	Grades	A,		A

Name: Mark
Level: 3
Date of Evaluation: July 1995

Comments:

Write: His passage was very good. He was able to make his own sentences. During this year, more complicated phrases and useful expressions were taught in class. The questions about shapes and directions were very complicated and difficult to express in writing. However, he did a very good job on these questions.

Read: There were many opportunities in the portfolio to see the students ability to read across situations including reading comprehension questions, vocabulary quizzes, Kanji translations, etc. Since his performance was almost always perfect on tests, I assume that his reading must have been good.

Listen: Most tests had listening comprehension questions and he was able to answer many of them.

Speak: He appeared nervous during the video taping, but his pronunciation was very clear.

Culture: He learned a lot of cultural information through out the year as evidenced in materials in the portfolio.

Vocabulary: His Kanji writing of new vocabulary words was very beautiful.

COCI Rating: Formulaic High

FLOSEM Score: 10/25/94: Total score = 15 (C--3, F--3, V--2, P--4, G--3);
2/1/95: Total score = 15 (C--3, F--3, V--2, P--4, G--3)
7/15/95: Total score = 15 (C--3, F--3, V--2, P--4, G--3)

Name: **Mark**
Level: 4

Date of evaluation: July 16, 1996

(1) Types of Artifacts:
Table of contents, student's notes, kanji quiz, worksheets, an essay "Why Japanese is fun" in Nov., fall final exam (86%), spring final project (dialogue), two essays written in class for CWCA (within 15 min.).

(2) Quality of Student's Work:
As long as writing was focussed, the quality of his ability to produce creative sentences was very high.

(3) Organization of Portfolio:
During the first semester, he prepared all the material for the portfolio including his table of contents and self-evaluation. However, during the second semester the organization and work in the portfolio decreased in quality. The student didn't do what he was supposed to do because of his philosophy or what he claimed was a widely approved custom at the school which according to an essay in the portfolio indicated that seniors didn't have to do homework. The teacher did supplement his portfolio with materials including two of his in-class essays for the CWCA which were written on the same day, June 12th.

(4) Student's Language Growth:

Writing: I believe he has great potential in writing in Japanese. One CWCA written sample (topic #1) was to take only 5 to 10 minutes while the other CWCA (topic #2) took 15 min. to write. Both essays were written in class, according to the teacher's note. There were some English words remaining in his Japanese sentences because he didn't use a dictionary or seek assistance from the teacher. His writing showed that he express himself with a range of sentence types in Japanese. I rated his CWCA essays as Created Low, but near Created Mid. Overall, he showed improvement in writing was throughout the school year.

Reading: His reading skill was okay, but with some foreign accent.

Speaking/listening: Both speaking and listening skills were very good.

Comparison of this year and last year's portfolios:

Last year's portfolio showed that the student's writing skill was already high, but I still see even more improvement in this year's writing samples. The student growth in the oral skills (listening and speaking) appeared to be much slower than his development of writing. The teacher's ratings on the FLOSEM support my impressions of the student from the COCI and content analysis of the portfolios.

1995 COCI	Formulaic High
1996 COCI	Formulaic High
1994-95 FLOSEM	15, 15, 15
1995-96 FLOSEM	13, 16.5, 16.5
1994-95 Grades	A, A
1995-96 Grades	A-, A-

Summaries of Two Students Enrolled in High School Korean Program

Name: William
Level: Korean I
Date of Evaluation: July 1995

I. Audio

Student was able to ask and answer the questions without any difficulty. There was a slight tint of a foreign accent in his speech, but it did not disturb the oral communication. His fluency was nearly free from any pauses or hesitations in this activity.

II. Video

A. Show and Tell (May 17, 1995)

William talked about his tenth birthday party. He memorized his oral presentation and was able to present it with good fluency and pronunciation. His presentation consisted of a series of short sentences with the occasional use of conjunctions.

B. Impromptu Talk (June 12, 1995)

William was able to answer most of the teacher's spontaneous questions without any extra help. His ability to speak in Korean reflected his performance in the COCI interview.

III. Portfolio

A. **Vocabulary/ Spelling/ Grammar Exercises**

1. Practice writing Korean characters. This particular activity required practice in combining the consonants and vowels to create syllables. He seems to have grasped the concept involved in combining the vowels and consonants to form syllables. However, at this stage the strokes in his handwriting seem slightly unnatural. However, throughout the year, his handwriting did improve.

2. Learning log. There are vocabulary, grammar and spelling exercises included in the log. William seems to be putting a lot of effort into his studies. His log is neat and there are hardly any repeated spelling or grammar mistakes. The two logs also show progress in William's writing, reading and listening abilities.

3. Honorific. William also had practice with the informal and formal. He seems to have a firm grasp of the uses of the informal and formal forms. Also, his sentences were consistently correct in their verb tenses.

B. **Tests**

William's test performance was outstanding from the beginning to the end of the year. This obviously reflects the amount of effort he is putting into his studies.

C. **Listening/Speaking Activities**

1. Dictation/Review Questions. William's first attempt at dictation considering that it was towards the beginning of the year was quite good. Although he made spelling errors, he seems to have gotten the gist of combining the consonants and vowels to form the syllables. In his second attempt at the end of the year, his ability to write down what he heard was near flawless. Also, William was able to read and answer questions in his own words without any difficulty. There are hardly any spelling or grammar errors and the sentences were written in the correct verb tense.

2. Cooking. William's group discussed the procedures and ingredients involved in making kimbab. Despite a few spelling mistakes, William was able to write down the elements his group had discussed.

3. Show and Tell Peer evaluation. William was able to write some complete sentences describing the emotional experiences of his classmates. For some cases he was only able to get down a word of two. There were some spelling and grammar mistakes as well.

D. **Creative Writing/Class project**

William's writing ability has improved with great success throughout the year. From being able to write only a series of short formulaic sentences, towards the end of the year his sentences consisted of some conjunctions and prepositional phrases. For example, "I looked into the mirror and then brushed my hair". His writing style read more smoothly. There were hardly any spelling, grammar or verb tense mistakes. William's strongest point in writing is that he is able to tie the sentences together in the paragraph with a connecting thought or idea.

Overall Comment:

There was great progress in William's oral and written proficiency. His written proficiency seems to be a little better than his oral proficiency. His works show that he has put much effort into his studies. He also has a large vocabulary. William shows great potential to be a successful language learner.
William's COCI rating was formulaic low. He was able to understand some of the questions and was limited in being able to answer the questions. However, there seems to be quite a difference in his performance between practiced oral presentations and spontaneous oral activities in that his oral proficiency in the practiced presentations seemed to be much better than his proficiency in the spontaneous activities. Nevertheless, considering that it is his first year, his oral proficiency is appropriate.

William received a 6 at the beginning of the year for his Flosem rating. (1 in everything except pronunciation in which he received a 2). At the end of the year he received a 11 (2.5 comprehension, 2.5 pronunciation, 2 vocabulary, 2 fluency, 2 grammar). It is with total agreement that William has shown much development within the past academic school year.

Name: William
Level: Korean II
Date: August 25, 1996

I. Types of Artifacts

Videotaped oral presentation (group puppet show - "The Ant and the Pigeon"); creative writing samples (e.g., paragraphs, summaries, dialogues); comprehension exercises (e.g., listening and reading); grammar/ vocabulary exercises (e.g., verb tenses); table of contents

II. Quality of Work

The organization of the portfolio is high-average. There were a variety of artifacts and in the table of contents the student specified what skills the activity targeted. There were also reflective notes posted on every artifact which showed what the student learned from the activity. In comparison to last year's portfolio, there was a decrease in the number and variety of materials included in the portfolio.

This student's writing ability is in the formulaic mid range. Although there are many grammatical errors in particle usage and verb endings as well as spelling errors, William seems to have made progress in being able to use transitions and varied sentences structures in his writing. The majority of his sentence structures are simple, but towards the end of the year the paragraphs are showing evidence of complex sentence structures. It is evident from his writing samples that there is a growth in his writing styles. He is able to describe events in chronological order as well as summarize concisely and also describe processes.

III. Language Growth

As was the case last year, William seems to have made more progress in his writing skills than in his oral skills. There was no development in William's COCI performance. He received a formulaic low both years. Although he has good pronunciation and seems to have fair listening comprehension skills, he had difficulty formulating expressions orally. His writing skills seem to have improved from last year. Although he still needs to work on his spelling and grammar, he is starting to break apart formulaic expressions and is not as dependent on formulaic sentence patterns.

The FLOSEM ratings indicated that William has improved his oral proficiency in both years. William had low oral proficiency at the beginning of this school year; however, he has made rapid progress in his oral proficiency. His ratings increased a whole level at the end of the year. However, the FLOSEM ratings indicate that William is at a much higher oral proficiency level than what the COCI rating shows. In sum, William seems to have put a lot of effort into his studies. He received an A for both semesters last year as well as the 1995-96 Fall semester. His writing skills have also improved over the past two years and according to his FLOSEM ratings, his oral proficiency seems to have improved as well. However, he may need to work on being able to speak more spontaneously in impromptu situations in Korean.

Name: Cesar
Level: Korean III
Date of Evaluation: July 1995

I. Video

His speech seems to be marked by a mixture of a foreign accent as well as an accent from a Korean dialect which he has probably picked up at home. He needs to improve both his fluency and pronunciation. His presentation on his life consisted of sentences in the creative and formulaic range connected by conjunctions. There were grammatical errors but he was able to narrate in a chronological manner.

II. Portfolio

A. **Writing/reading**
(story summary, book report, information report, creative writing)

The majority of Cesar's portfolio consisted of samples of his writings. Many of his sentences are formulaic, but he is making many attempts to recombine formulaic expressions which result in new creative sentences. The artifacts show that he is able to comprehend and summarize a story into his own words, report on a factual event, write a book report as well as write an essay about his life just to name a few of his acquired skills. As a result of his increasing competency to write, his writings are getting longer and more interesting to read because of his use of various sentence structures. It looks as if he should improve his handwriting, spelling and grammar as well as increase his vocabulary.

B. **Listening/speaking (listening comprehension)**

He included one sample which shows his ability to listen to a story that was read to him and rewrite the gist of it in his own words. Judging from his rough draft, he needs to work on his grammar and spelling

C. **Tests**

His performance on tests ranged from grades A to C. Most of his errors were grammatical.

Overall comments:

Cesar's oral and written proficiency seem to be fair in comparison to the other students of his group. He needs to work on his pronunciation and perhaps his fluency when speaking. Also, he needs to work on his spelling and grammar in his writing. Despite these areas that need improvement, it is evident through the artifacts that he has made some progress in his writing ability for he is starting to use a variety of sentence structures.

His COCI rating was created mid. His ability to comprehend seemed to be better than his ability to produce utterances. However, despite the use of some literal translations from English in his Korean speech as well as some grammatical errors, he was able to understand and provide the interview with the appropriate responses. In Cesar's case I do not see that much of a gap between his spontaneous oral performance and his practiced one as was seen in the video tape.

At the beginning of the year the teacher gave him a FLOSEM rating of 14 (2 fluency, 3 vocabulary, 3 comprehension, 3 grammar, 3 pronunciation). However, at the end of the year he received a 16 (3 .5 comprehension, 3 fluency 3 vocabulary, 3 pronunciation, 3.5 grammar). This seems to be a pretty accurate description of Cesar's progress.

Name: Cesar
Level: Korean IV
Date: August 25, 1996

I. **Types of Artifacts**

Table of contents; videotaped oral presentation; writing activities (e.g., story creating, essays, book report); reading comprehension and listening comprehension activities (e.g., questions and answers)

II. **Quality of Work**

The organization of this student's portfolio is average. There is some indication of language growth in his writing samples, but in general the portfolio lacks a diversity of artifacts that show the student's progress in the various skills of language learning. However, based on the various writing assignments, it is clearly evident that Cesar's writing ability is in the created high range. Although he tends to write very colloquially, there is some evidence that ideas are beginning to flow across paragraphs. He seems to be able to use various sentence constructions, but he still needs to work on his grammar in particular verb forms and spelling. There is also some evidence that he translates Korean into English in order to comprehend its meaning. That is, in many of the question and answer activities, Cesar had translated the Korean sentences into English which was not a requirement of the activity. Cesar also needs to try to improve his penmanship. It was often difficult to decipher the syllables of the Korean words.

III. Language Growth

Although Cesar tends to write as if he were speaking, his writing has improved a great deal in that he is able to convey meaning clearly through written form. There is also some evidence of planned paragraphs emerging from Cesar's writing. His COCI rating for both years is created mid. He still needs to work on his fluency in expressing his thoughts more clearly and completely. However, his pronunciation had improved tremendously in that his dialectal accent that was so prominent in his speech last year had diminished this year.

Cesar's FLOSEM ratings show that his oral proficiency had greatly improved over the past two years. Although Cesar has shown some improvement in his oral proficiency, the FLOSEM ratings seem to be an over-assessment of his present oral ability. The final FLOSEM rating indicates that he is at a near-native like stage in his oral proficiency. In my opinion, his oral proficiency is not quite at that level. He still needs to work on expressing his thoughts and ideas in oral paragraphs. Cesar received an A for the 1994-95 Fall semester, and A- for the Spring semester. During the 1995-96 Fall term Cesar received a grade of A, grades were not submitted for the Spring semester for 1995-96.

In addition to the five (5) selected portfolio reports presented here, language evaluators also were instructed to prepare summary tables of the more quantitative information contained in the portfolios. In order to give the reader a perspective on another aspect of the material in a student's portfolio, **Tables A - E** present information on students from five different high school programs for whom we had two years of language information available in a portfolio. The tables present FLOSEM, COCI, and CWCA ratings, plus a global rating for the quality of the portfolio itself, and finally letter grade in the class if provided by the teacher. These tables present information on a total of 72 case study students who continued the language program for two years. The tables are arranged with 1994-95 student information on the left hand side and 1995-96 information on the right hand side. Each row in a table constitutes information for one student across the two year span of time. Finally, student information is arranged by instructional level such that Level 1 students appear in the top rows, followed by Level 2 students, etc. Remember that when students are designated as Level 1 on the left hand side of the table, they are Level 2 students on the right hand side of the table. This gives us a two-year picture of the 72 students for whom information is summarized on these tables.

One entry found in the tables merits additional comment. In the tables is a column marked "Portfolio Global". This indicates our effort to develop a rubric by which we could evaluate the organization and contents of a portfolio. As can be seen in the tables, most of the ratings in this column are "Excellent" (or rating of 3) or "Average" (rating of 2). According to our established rubric, a portfolio judged to be "Excellent" includes the

Table A: 1994-96 Evaluation Summary Table for Continuing Students

School Name: ABCDEFG High School **Language Taught:** Japanese

1994-95 School Year										1995-96 School Year									
LEV	Name	FLOSEM				COCI	Portfolio	class grade		LEV	FLOSEM			COCI	Portfolio			class grade	
		Jun.	Oct.	Jan.	Jun.		Global	fall	spr.		Oct.	Jan.	Jun.		CWCA	written	Global	fall	spr.
1	J. C.	n/a	6	7	9	FH	Excell.	A+	B+	2	12	13.5	14.5	CL	FM	n/a	Excell.	B+	B
1	M. K.	n/a	6	7	9	FM	Excell.	A	A	2	12	14	15	FM	CL/FH	FH	Excell.	A-	A-
1	A. C.	n/a	6	7	9	FM	Excell.	A	A	2	12	14	15	FH	CL	FH	Excell.	A	A
1	J. C.	n/a	6	7	9	FH	Excell.	A	A	2	12	14	15	CL	FM	n/a	Excell.	A	A-
1	A. T.	n/a	6	7	9	FM	Excell.	A+	A+	3	13	15.5	15.5	n/a	FM	FH	Excell.	A	A
2	R. W.	10	11	11	11.5	FM	Excell.	A-	B	3	13	14	15	FM	n/a	n/a	Poor	B	B
2	H. S.	n/a	11.5	12	13	CL	Excell.	A	A	3	13	15	15	CL	FL	n/a	Excell.	A	A-
2	E. W.	13	12	12	13	FH	Excell.	A	A+	3	13	16	17	FH	FM	FM	Excell.	A	A
2	Y. C.	13	12	12	13	CL	Excell.	A+	A+	3	13	15.5	16.5	CL	n/a	CL	Excell.	A	A
2	R. E.	12	12	12	13	CL	Excell.	A	A	3	15	16	17	CL	FL/FM	n/a	Excell.	A	A-
3	N. T.	13	15	15	15	FH	Excell.	A	A	4	13	17.5	17.5	CL	CL/CM	n/a	Excell.	A	A
3	I. H.	n/a	15	15	15	FH	Excell.	A	A-	4	15	17.5	17.5	FH	CM	CM	Excell.	A	A+
3	E. M.	14	15	15	15	FM	Excell.	A	A	4	13	16.5	16.5	FM	FM	n/a	Excell.	A-	A
3	M. C.	14	15	15	15	FH	Excell.	A	A	4	13	16.5	16.5	FH	CL	n/a	Excell.	A-	A-
3	A. M.	13	15	14.5	14.5	FM	Excell.	A-	A-	4	13	16.5	16.5	n/a	CL	CL	Excell.	A-	A-

Table B: 1994-96 Evaluation Summary Table for Continuing Students

School Name: HIJKLMN High School **Language Taught:** Japanese

1994-95 School Year										1995-96 School Year									
LEV	Name	FLOSEM				COCI	Portfolio	class grade		LEV	FLOSEM			COCI	Portfolio			class grade	
		Jun.	Oct.	Jan.	Jun.		Global	fall	spr.		Oct.	Jan.	Jun.		CWCA	written	Global	fall	spr.
1	J. A.	n/a	6	7.5	9	FL	Ave.	A+	B+	2	12	11.5	12	FM	FM	FM	Ave.	n/a	C
1	S. C.	n/a	6	6.5	9	FM	Ave.	A+	A-	2	13	13.5	14.5	FM	FH	FH	Ave.	n/a	A-
1	J. G.	n/a	6	6	9	FL	Ave.	A+	A	2	13.5	15.5	15	FM	FM	FM	Ave.	n/a	A-
1	B. C.	n/a	6	6	9	FM	Ave.	A+	A	2	13	15	16	n/a	FM	FM	Ave.	n/a	A
1	M. G.	n/a	6	6	9	FL	Ave.	A+	A	2	13	14	13	n/a	FM	FM	Ave.	n/a	A-
1	S. G.	n/a	6	6	9	FM	Ave.	A+	A	2	13	15	15	n/a	FL	FM	Ave.	n/a	A
1	F. T.	n/a	6	7.5	9	FM	Ave.	A+	A-	2	13.5	15	15	n/a	FM	FM	Ave.	n/a	A
1	J. D.	n/a	6	6	9	FL	Ave.	A+	A+	2	13	13	13	n/a	FH	FM	Ave.	n/a	A
1	K. G.	n/a	6	6	9	FL	Ave.	B+	A	2	11	12.5	11.5	n/a	FM	n/a	Ave.	n/a	B-
1	R. Q.	n/a	6	6	9	FL	Ave.	A+	A	2	13.5	15.5	16	n/a	FM	FM	Ave.	n/a	A+
1	T. T.	n/a	6	6	9	FM	Ave.	A+	A+	2	13.5	15.5	16	n/a	FM	FM	Ave.	n/a	A-
2	N. D.	n/a	13.5	13	15	CL	Ave.	A	A-	3	19.5	20	20	CL	CL	FH	Ave.	n/a	A
2	J. N.	n/a	13.5	13	15	FH	Ave.	A	A-	3	19.5	19.5	20	FH	PL	CH	Ave.	n/a	A+
2	K. P.	n/a	13.5	13	15	CM	Ave.	A+	A	3	18.5	19.5	19.5	CM	CL/CM	CL	Ave.	n/a	A+

2	J. S.	n/a	11.5	12	13	CL	Ave.	A-	B	3	17.5	17.5	17.5	FM	FM/FH	FH	Ave.	n/a	A-
2	M. E.	n/a	13.5	13	15	CM	Ave.	A-	A+	3	19	19.5	20	CM	CL/CM	CL	Ave.	n/a	A-
2	C. B.	n/a	13.5	13	15	FH	Ave.	A	A+	3	20	20.5	20	FH	CL	CL	Ave.	n/a	A
2	S. S.	n/a	13.5	13	15	FM	Poor/Ave.	A-	A-	3	19	19.5	19.5	n/a	FH	FM	Ave.	n/a	A-
2	D. S.	n/a	14	13	15.5	FH	Ave.	A	B-	3	20	20	20	n/a	CL	FM	Poor	n/a	A-
2	B. D.	n/a	11.5	10.5	12.5	FH	Ave.	B+	C-	3	17.5	17.5	17.5	n/a	FH	FH	Ave.	n/a	B
2	D. C.	n/a	13.5	13	15	CL	Ave.	A-	A-	3	18.5	19.5	19	n/a	CL/CM	CL	Ave.	n/a	A-
2	C. C.	n/a	12	13	15	FH	Ave.	A-	A-	3	17.5	18	17.5	n/a	FM	FM	Ave.	n/a	A-
2	J. M.	n/a	13.5	13	15	FH	Ave.	A	A	3	19.5	19.5	20	n/a	CL	FH	Ave.	n/a	A+
3	P. P.	n/a	15	15.5	16.5	CM	Ave.	A+	A	4	19.5	20	20	CH	CM	CM	Ave.	n/a	A+
3	M. S.	n/a	15	15.5	16.5	CL	Poor/Ave.	A+	A	4	19.5	19.5	19.5	CM	CM	CM	Ave.	n/a	A+
3	A. P.	n/a	15	15.5	16.5	CL	Ave.	A+	A	4	20	21	20.5	CL	CM	CM	Ave.	n/a	A+
3	A. C.	n/a	15	15.5	16.5	CH	Ave.	A	A	4	19.5	19.5	19.5	CH	CM	CM	Ave.	n/a	A-
3	M. W.	n/a	15	15.5	16.5	CL	Ave.	A-	A	4	20.5	21.5	20.5	CM	CL/CM	CH	Ave.	n/a	A-
3	A. B.	n/a	14.5	15.5	16.5	n/a	Poor	A	A	4	18.5	19.5	19.5	n/a	CL	CM	Ave.	n/a	A-

Table C: 1994-96 Evaluation Summary Table for Continuing Students

School Name: OPQRST High School **Language Taught:** Japanese

1994-95 School Year										1995-96 School Year									
LEV	Name	FLOSEM				COCI	Portfolio	class grade		LEV	FLOSEM			COCI	Portfolio			class grade	
		Jun.	Oct.	Jan.	Jun.		Global	fall	spr.		Oct	Jan.	Jun.		CWCA	written	Global	fall	spr.
1	J. S.	n/a	5	7	n/a	FM	Excell.	n/a	n/a	2	9	9	11	FH	n/a	FM	Excell.	n/a	n/a
1	B. S.	n/a	5	8	n/a	FM	Excell.	n/a	n/a	2	11	11	13	FM	n/a	n/a	Poor	n/a	n/a
1	H. L.	n/a	5	8	n/a	FM	Excell.	n/a	n/a	2	10.5	10.5	12.5	FM	n/a	FM	Ave/Excel	n/a	n/a
2	L. C.	n/a	9	9	n/a	FM	Ave/Excel	n/a	n/a	3	10	10	12	FM	n/a	n/a	Ave/Poor	n/a	n/a
2	W. O.	n/a	9	9	n/a	FM	Excell.	n/a	n/a	3	13	13	15	CL	n/a	FH/CL	Ave/Excel	n/a	n/a
2	C. P.	n/a	9	9	n/a	FM	Ave/Excel	n/a	n/a	3	10	10	11.5	FM	n/a	FM	Ave.	n/a	n/a
3	S. M.	n/a	12	12	n/a	CM	Excell.	n/a	n/a	4	14	14	16	CL	n/a	CL	Ave.	n/a	n/a
3	C. M.	n/a	12	12	n/a	CL	Excell.	n/a	n/a	4	13.5	13.5	15	n/a	n/a	n/a	Poor	n/a	n/a

Table D: 1994-96 Evaluation Summary Table for Continuing Students

School Name: UVW High School **Language Taught:** Mandarin Chinese

1994-95 School Year										1995-96 School Year									
LEV	Name	FLOSEM				COCI	Portfolio	class grade		LEV	FLOSEM			COCI	Portfolio			class grade	
		Jun	Sep	Jan.	Jun		Global	fall	spr.		Oct.	Jan.	Jun.		CWCA	written	Global	fall	spr.
1	T. A.	n/a	5	5	9	FM	Avg. +	n/a	n/a	2	10	10	13.5	FL	n/a	FL	Avg +	n/a	n/a
1	G. M.	n/a	5	5	9	FM	Avg. +	n/a	n/a	2	9	9	11	FL	n/a	FL	Avg.	n/a	n/a
1	C. S.	n/a	5	5	9	FM	Excel.	n/a	n/a	2	10	10	14.5	CL	n/a	FL	Excel.	n/a	n/a
1	R. Y.	n/a	5	5	10	FM	Avg.+	n/a	n/a	2	10	10	15	FH	n/a	FM	Excel.	n/a	n/a
2	H. C.	n/a	10	10	12	FM	Avg.+	n/a	n/a	3	15	15	18.5	FM	n/a	CL	Excel.	n/a	n/a
2	Y. C.**	n/a	10	10	12	FL	Avg. +	n/a	n/a	3	12	12	15	FM	n/a	CL	Excel -	n/a	n/a
2	J. K.**	n/a	10	10	14	FM	Avg.	n/a	n/a	3	14	14	15.5	FM	n/a	FM	Avg	n/a	n/a
2	S. K.**	n/a	10	10	15	FM	Avg. +	n/a	n/a	3	15	15	17.5	FM	n/a	CL	Excel.	n/a	n/a
2	J. L.**	n/a	11	11	15	FH	Excel.	n/a	n/a	3	15	15	18.5	FM	n/a	CM	Excel.	n/a	n/a
3	Y. L.	n/a	15	15	19	CL	Avg. +	n/a	n/a	4	19	19	22	CM	n/a	CH	Excel.	n/a	n/a
3	P. T.	n/a	15	15	19	CM	Excel.	n/a	n/a	4	19	19	22	PM	n/a	PL	Excel.	n/a	n/a

Students marked with "**" have participated in this study for three years.

Table E: 1994-96 Evaluation Summary Table for Continuing Students

School Name: WXYZ High School **Language Taught:** Korean

1994-95 School Year										1995-96 School Year									
LEV	Name	FLOSEM				COCI	Portfolio	class grade		LEV	FLOSEM			COCI	Portfolio			class grade	
		Jun.	Oct.	Jan.	Jun.		Global	fall	spr.		Oct	Jan.	Jun.		CWCA	written	Global	fall	spr.
1	P. B.	n/a	5	n/a	9.5	PreF	Ave.	B-	B	2	5	8	8.5	PreF	n/a	FL	Ave.	D	n/a
1	W.J.	n/a	6	n/a	11	FM	Ave/Excel	A	A	2	6.5	10	12	FM	n/a	FL	Ave/Excel	A	n/a
2	J. C.	n/a	12	n/a	16	CM	Excel.	A	A	3	13	15	16	CL	n/a	FH	Ave.	A	n/a
2	M. K.	n/a	12	n/a	15	CM	Excel.	A-	A	3	13	15	19	CM	n/a	CM	Ave/Excel	B+	n/a
2	C. L.	n/a	15	n/a	16	CM	Excel.	A	A	4	19	21	24	CM	n/a	CH	Ave/Excel	A	n/a
3	C. C.	n/a	14	n/a	16	CM	Ave.	A	A-	4	18	25	28	CM	n/a	CH	Ave.	A	n/a
3	J. L.	n/a	15	n/a/	19	CM	Ave/Excel	A-	A-	4	18	20	21	CM	n/a	CM	Ave.	B+	n/a
3	J. O.	n/a	17	n/a	21	n/a	Ave.	A+	A	4	24	25	29	PM	n/a	PL	Ave.	A	n/a
4	A. C.	n/a	17	n/a	21	CM	Ave/Excel	A-	A	5	23	26	27	CH	n/a	CH	Ave.	A-	n/a

following: a table of contents, varied language samples, audio/video tape, student's reflective notes, and clear evidence of language growth over the academic year. An "Average" portfolio was marked with by less varied language samples to indicate growth across the four skill areas, entry of materials at irregular intervals, but still sufficient evidence of language growth across the academic year. Finally, a "Poor" portfolio, of which there were some, was marked by few language samples of any type and which were added to the portfolio in such a way as to not make the progression of second language development evident.

Summary

Our experience indicates that the practice of using portfolios in the foreign language classroom was worth the time and effort that teachers and students gave to developing portfolios. When the goal of a portfolio is to show language growth across an academic year and a plan is followed to enter materials in the portfolio that show such growth, then the practice of portfolio use as a form of performance assessment has been achieved. Our experience also shows that teachers and students need training in portfolio development. Portfolios as a form of assessment differ from simple files in which to place a student's work. We believe that our evaluation of case study student portfolios provides powerful evidence that these selected non-native speakers of the target language were achieving adequate mastery across the four language skill areas within one school year and also across the levels of instruction.

Chapter 4

Oral Proficiency Assessment Results

The Evaluation Team collected students' oral proficiency data throughout the evaluation process. Students' oral proficiency in the target language was examined by three different means of assessment. These oral proficiency measures are: teacher FLOSEM ratings, student language self-ratings, and COCIs completed with the case study students. First, classroom language teachers were asked to assess every student's oral proficiency by means of the Stanford FLOSEM three times a year during the 1994-95 and 1995-96 school years. Second, every high school student was asked to self-rate their own oral proficiency level using the Stanford FLOSEM at the end of the 1995-96 school year and also asked to complete another self-rating proficiency scale for four language skills developed by the Evaluation Team (Sung Language Assessment Questionnaire). Third, language evaluators visited each school site in Spring and conducted face-to-face interviews with our designated case study students using the COCI.

The results of the oral proficiency assessment will be described to show how much progress students made during one school year and also across the various language levels of instruction. Growth in language proficiency will first be described by each of the assessment instruments and the correlation between the different types of assessment instruments will then be examined.

Stanford FLOSEM

Growth in Target Language Proficiency Within the School Year

Classroom language teachers were asked to rate their students' oral proficiency using the FLOSEM in September, January, and May. Since some teachers were unable to complete the mid-year rating, only the September and May FLOSEM ratings for the 1995-96 school year were compared. Proficiency scores were collected from one thousand three hundred nineteen (1,319) students at the beginning of the school year and from one thousand one hundred eighty-nine (1,189) students at the end of the school year. Comparisons of the two FLOSEM scores were computed by the paired t-test procedure and the results showed that students made significant progress in their oral language proficiency within one school year, t (1,131) = 24.747, $p < .0001$. Significant improvement in oral proficiency ratings were found for both the elementary school students,[t (369) = 7.237, $p < .0001$], and high school students, [t (740) = 27.035, $p < .0001$]. Detailed analyses of the teacher FLOSEM ratings between the beginning and end of the school year by each language program showed that students in most of the language programs made significant gains in oral proficiency ($p < .05$ level) within a school year, except for the elementary and middle school Cantonese programs. Mean FLOSEM scores collected at the beginning and end of the school year with t-test results for significant differences are shown in Table 2.

In Table 2, students' proficiency growth in each level of instruction was also clearly noticed. Students in levels from I through IV in most language program showed a significant increase [minimal $p < .05$] in oral proficiency from September to May. Significant growth in oral proficiency was not observed, however, in high school Russian levels I and III and in

[Table 2] Students' FLOSEM Oral Proficiency Progress in the 1995-96 School Year

(Number of students recorded in parentheses; NGM: no level marked; NS: not significant)

school level	language	beginning rating	final rating	test of significance
Elementary	**Japanese**	**13.477** (373)	**14.306** (386)	t (351) = 7.136, $p < .0001$
	Kinder	8.778 (63)	12.426 (94)	t (61) = 3.653, $p < .001$
	1st gr.	10.772 (79)	11.409 (77)	t (75) = 6.044, $p < .0001$
	2nd gr.	14.515 (66)	15.038 (66)	t (65) = 6.446, $p < .0001$
	3rd gr.	14.952 (62)	14.745 (47)	t (46) = -0.125, $p = .901$, NS
	4th gr.	16.118 (34)	16.909 (33)	t (32) = 4.807, $p < .0001$
	5th gr.	17.727 (33)	18.313 (32)	t (31) = -0.833, $p = .411$, NS
	NGM	16.806 (36)	17.459 (37)	t (35) = 4.312, $p < .0001$
	Cantonese	**19.203** (64)	**21.300** (20)	t (17) = 1.338, $p = .199$, NS
Middle	**Cantonese**	**25.000** (23)	**24.130** (23)	t (20) = -1.325, $p = .200$ NS
High	**Japanese**	**9.315** (494)	**12.014** (466)	t (453) = 21.785, $p < .0001$
	level I	5.126 (234)	8.550 (202)	t (199) = 15.770, $p < .0001$
	level II	11.869 (134)	13.579 (133)	t (129) = 18.040, $p < .0001$
	level III	13.821 (78)	15.103 (78)	t (76) = 9.678, $p < .0001$
	level IV	15.436 (47)	17.138 (47)	t (45) = 8.518, $p < .0001$
	Mandarin	**9.409** (93)	**12.968** (63)	t (59) = 6.979, $p < .0001$
	level I	7.474 (57)	10.017 (30)	t (26) = 2.249, $p < .05$
	level II	10.600 (20)	14.158 (19)	t (18) = 13.335, $p < .0001$
	level III	13.846 (13)	16.500 (11)	t (10) = 14.750, $p < .0001$
	level IV	19.000 (3)	22.000 (3)	insufficient data for test
	Korean	**13.584** (166)	**18.179** (151)	t (147) = 21.152, $p < .0001$
	level I	1.329 (38)	7.986 (35)	t (34) = 23.452, $p < .0001$
	level II	8.803 (38)	13.403 (31)	t (30) = 16.985, $p < .0001$
	level III	14.061 (33)	18.194 (31)	t (30) = 18.090, $p < .0001$
	level IV	20.259 (27)	25.180 (25)	t (21) = 14.782, $p < .0001$
	level V	28.633 (30)	29.534 (29)	t (28) = 3.527, $p < .001$
	Russian	**8.085** (106)	**9.113** (80)	t (78) = 2.287, $p < .05$
	level I	5.972 (53)	6.742 (31)	t (29) = 2.738, $p = .136$, NS
	level II	7.783 (23)	9.091 (22)	t (21) = 2.692, $p < .05$
	level III	10.768 (28)	10.400 (25)	t (24) = -0.632, $p = .533$, NS
	level IV	30.000 (2)	30.000 (2)	insufficient data for test

the third (3rd) and fifth (5th) grades of the elementary Japanese programs where teachers recorded little or no growth in the target language from September to May.

Growth in Target Language Across Language Levels

Students' FLOSEM scores were also examined by their level of instruction. For high school students, FLOSEM scores collected at the end of the 1994-95 and 1995-96 school years were analyzed by their level of instruction (e.g., Japanese I and Japanese II). One-way Analysis of Variance (ANOVA) results showed that there was a significant difference on the FLOSEM scores by instructional level, F (4, 601) = 334.093, $p < .0001$ for the 1994-95 school year, and F (4, 535) = 278.199, $p < .0001$ for the 1995-96 school year, indicating that there was a significant cross-sectional increase of students' oral proficiency by language level.

Thus, steady improvement in students' target language proficiency as assessed by the teachers' FLOSEM ratings across levels of instruction was found as presented in Table 2. An important feature of the growth between levels of instruction that requires highlighting is noted between language levels III and IV for the high school Mandarin, Korean and Russian programs. Although the sample sizes are extremely small for two language programs [Mandarin level IV (N=3) and Russian level IV (N=2)], the enrollment in Korean level IV was large (N=29) to argue that in these level IV classes the large FLOSEM increase was due most likely to the fact that more language heritage students are enrolled in these advanced language classes. For example, over 90% of the students in the Mandarin, Korean and Russian level IV classes were from heritage language background households. This contrasts with the fact that in Japanese level IV classes only about 10% of the students were either Japanese full or mixed heritage students.

Growth in Target Language Proficiency for Continuing Students

For students who continued in their language instruction from the 1994-95 to 1995-96 school year, FLOSEM ratings taken at the end of each school year were compared to examine language development across language levels. A paired t-test comparison was computed for the 569 continuing students for whom ratings were available for the two-year period. The results showed that continuing students regardless of language level made significant progress in their oral proficiency attainment between the end of the 1994-95 and the 1995-96 school year, $t(568) = 16.266$, $p < .0001$. Significant growth in target language proficiency was found for both elementary and high school students [$t(220) = 2.193$, $p = .029$ for elementary students, and $t(339) = 25.831$, $p < .0001$ for high school students]. As noted in Table 3, detailed analyses on growth in foreign language oral proficiency for continuing students by each language program and instruction level showed that students in most of the language programs and levels made significant improvements ($p < .05$ level) across two school years except for the elementary Cantonese program and several of the high school levels. We had FLOSEM ratings for only three continuing students in the elementary Cantonese program and although their ratings showed an increase across school years, there were too few students for statistical purposes.

In taking a closer look at the Russian program, a group of students from one school site repeated the level I class, and the FLOSEM ratings for the two academic years showed that they did not significantly improve in oral proficiency across the two-year period. Also, students who advanced from Russian level II to level III showed some improvement in their

[Table 3] Continuing Students' FLOSEM Oral Proficiency Progress from the 1994-95 to 1995-96 School Year

school level	language	# of stu.	1994-95	1995-96	test of significance
Elementary	**Japanese**	**218**	**14.151**	**14.667**	t (217) = 2.001, $p < .05$
	K-1st	42	7.952	9.357	t (41) = 3.492, $p < .001$
	1st-2nd	58	11.603	13.647	t (57) = 4.605, $p < .0001$
	2nd-3rd	26	17.442	14.731	t (25) = 2.484, $p < .05$
	3rd-4th	27	18.037	17.185	t (26) = -1.172, $p = .252$, NS
	4th-5th	28	17.429	18.571	t (27) = 2.102, $p < .05$
	NGM	37	17.554	17.459	t (36) = -0.189, $p = .851$, NS
	Cantonese	**3**	**17.000**	**21.000**	t (2) = 1.922, $p = .195$, NS
Middle	**Cantonese**	**7**	**25.286**	**22.286**	t (6) = -2.696, $p < .05$
High	**Japanese**	**196**	**10.796**	**15.099**	t (195) = 32.037, $p < .0001$
	Jp I-II	116	8.741	13.711	t (115) = 29.755, $p < .0001$
	Jp II-III	48	13.010	16.792	t (47) = 19.316, $p < .0001$
	Jp III-IV	29	15.603	18.190	t (28) = 10.578, $p < .0001$
	Mandarin	**25**	**12.200**	**15.300**	t (24) = 8.827, $p < .0001$
	Mn I-II	12	9.250	13.083	t (11) = 5.877, $p < .0001$
	Mn II-III	11	14.182	16.500	t (10) = 11.292, $p < .0001$
	Korean	**68**	**16.757**	**21.250**	t (67) = 9.809, $p < .0001$
	Kr I-II	12	12.625	12.625	t (11) = 0.000, $p = 1.000$, NS
	Kr II-III	22	14.318	17.988	t (21) = 9.050, $p < .0001$
	Kr III-IV	20	17.375	24.375	t (19) = 7.172, $p < .0001$
	Kr IV-V	14	23.475	29.357	t (14) = 10.498, $p < .0001$
	Russian	**52**	**7.827**	**9.058**	t (51) = 3.581, $p < .001$
	Rs I-I	8	5.250	6.000	t (7) = 0.728, $p = .470$, NS
	Rs I-II	20	6.550	8.700	t (19) = 3.755, $p < .001$
	Rs II-III	24	9.750	10.375	t (23) = 1.457, $p = .159$, NS

FLOSEM mean ratings increasing from 9.75 to 10.38, but the increase was not statistically significant. The minimal growth in oral proficiency among students in Russian classes contrasted with the significant improvements found with high school students in the other language programs. Table 3 shows the mean FLOSEM ratings collected for all students in all language programs and levels at the end of the 1994-95 and 1995-96 school years along with t-test results for significant differences.

Comparisons of 1994-95 and 1995-96 Target Language Proficiency Development

Other than comparing individual student progress within and over the school year by means of paired t-tests, the language program's "Overall Proficiency Level" was also examined by comparing this year's language program proficiency results with last year's student outcomes. Table 4 summarizes each language program's FLOSEM ratings by the various language levels for the 1994-95 and 1995-96 school years. Perusal of Table 4 shows large gains in student oral proficiency for the high school Japanese language programs. The proficiency changes were especially apparent in Japanese levels II and IV. Another very noticeable finding in our data was an enrollment increase, especially in Japanese language programs. Although some enrollment increases were observed in the Mandarin and Korean programs, the sharpest enrollment increase was found in the Japanese language programs which went from 310 students in 1994-95 to 466 students in 1995-96.

High School Students' Self-Rated Proficiency

A total of 708 high school students participated in the self-rating proficiency task -- 407 students in Japanese, 72 in Mandarin Chinese, 148 in Korean, and 81 in Russian.

[Table 4] Comparison of Overall Oral Proficiency on the FLOSEM between 1994-95 and 1995-96 School Years

(The number of students in the program is recorded in parentheses)

school level	language	1994-95	1995-96	test of significant
Elementary	Japanese	14.950 (309)	14.306 (386)	t (693) = -0.982, *p* = .326, NS
	Cantonese	15.119 (67)	21.300 (20)	t (85) = 3.592, *p* < .001
Middle	Cantonese	24.875 (8)	24.130 (23)	t (29) = -0.409, *p* = .686, NS
High	Japanese	10.884 (310)	12.014 (466)	t (774) = 3.858, *p* < .0001
	Mandarin	11.675 (57)	12.968 (63)	t (118) = 1.590, *p* = .114, NS
	Korean	17.735 (147)	18.179 (151)	t (296) = 0.559, *p* = .577, NS
	Russian	13.265 (136)	9.113 (80)	t (214) = -4.077, *p* < .0001

Students' self-ratings on the FLOSEM were compared by means of a Pearson Product Correlation with their teacher's FLOSEM ratings scores collected at the same time. When students' ratings across all language programs were compared to those of their teachers', findings revealed that the students' self-rated FLOSEM scores and their teachers' FLOSEM ratings were significantly correlated, $r = .708$; $p < .0001$. Significant correlations between students' and teachers' ratings were also found for all four language programs: $r = .567$; $p < 0001$ for Japanese; $r = .435$; $p < .001$ for Mandarin; $r = .767$; $p < .0001$ for Korean; and $r = .621$; $p < .0001$ for Russian classes (see Table 5).

An interesting finding in these rating scores was the fact that students' self-ratings (Mean = 15.121) were consistently higher than the teachers' ratings (Mean = 13.056) and the difference between students' and teachers' ratings proved to be statistically significant, $t(1, 646) = 11.143$; $p < .0001$. As can be noted in Table 5, the rating differences between students and teachers were greater for students in the lower instructional levels (Levels I, II and III) but for upper level students there was almost no rating difference between students and teachers. A similar difference was found in every language program, except the Mandarin Chinese programs, where the teachers' ratings were higher than students', not significantly though. It is clearly depicted in Figure 1. Table 5 provides detailed information of student-teacher rating differences in each language program by levels of instruction.

Self-rated proficiency ratings on the Sung Language Assessment Questionnaire were subjected to a confirmatory factor analysis to determine whether the four blocks of items [speaking, listening, reading and writing] demonstrated the same statistical consistency with

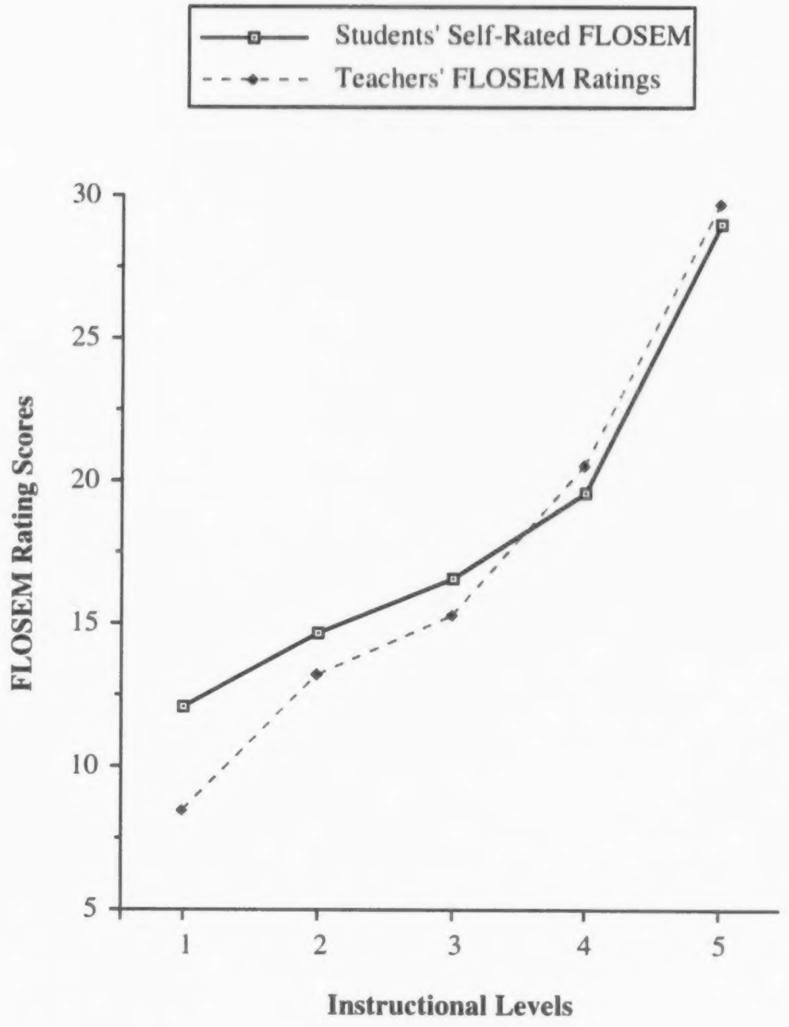
[Table 5] High School Students' Self-Rated FLOSEM Ratings Compared to Teachers' Ratings

(Number of students recorded in parentheses; NS: not significant)

language	correlation	student rating	teacher rating	test of significance
Japanese	**0.567***	**13.815** (401)	**12.114** (398)	t (391) = 7.940, $p < .0001$
level I	0.304*	11.962 (171)	8.503 (171)	t (167) = 10.680, $p < .0001$
level II	0.315*	13.750 (114)	13.544 (114)	t (112) = 0.636, $p = .526$, NS
level III	0.402*	16.294 (68)	15.609 (69)	t (67) = 1.417, $p = .161$, NS
level IV	0.742*	16.923 (39)	17.436 (39)	t (38) = -1.247, $p = .22$, NS
Mandarin	**0.435***	**12.543** (70)	**13.491** (55)	t (52) = -0.588, $p = .559$, NS
level I	0.183	11.667 (36)	10.250 (22)	t (20) = 2.357, $p = .029$
level II	0.634*	13.889 (18)	14.158 (19)	t (17) = -0.339, $p = .738$, NS
level III	0.665*	13.500 (11)	16.500 (11)	t (10) = -7.858, $p < .0001$
level IV	-	17.333 (3)	22.000 (3)	t (2) = -2.843, $p = .105$, NS
Korean	**0.767***	**21.132** (148)	**17.631** (134)	t (133) = 7.235, $p < .0001$
level I	0.650*	15.671 (35)	7.986 (35)	t (34) = 9.236, $p < .0001$
level II	0.551*	19.431 (29)	13.552 (29)	t (28) = 7.497, $p < .0001$
level III	0.499	20.259 (27)	18.120 (25)	t (24) = 2.491, $p < .05$
level IV	0.709*	23.614 (22)	25.048 (21)	t (20) = -1.835, $p = .081$, NS
level V	0.921*	29.000 (24)	29.625 (24)	t (23) = -1.926, $p = .067$, NS
Russian	**0.621***	**12.744** (78)	**9.366** (71)	t (67) = 5.880, $p < .0001$
level I	0.369	9.814 (35)	7.071 (28)	t (25) = 2.027, $p < .05$
level II	0.093	13.921 (19)	9.600 (20)	t (18) = 4.401, $p < .0001$
level III	0.037	14.818 (22)	10.238 (21)	t (20) = 4.193, $p < .0001$
level IV	-	30.000 (2)	30.000 (2)	insufficient data for test

[Figure 1]

High School Students' Self-Rated Oral Proficiency on the Stanford FLOSEM with Teachers' FLOSEM Ratings by Levels of Instruction



the high school students as they did with the original sample of adults for whom the scale was initially designed. This statistical procedure is a necessary step to ensure the validity of this type of questionnaire. Factor analysis confirmed that the 10 items which formed each of the four language clusters loaded as predicted and that the measure could be used with the high school data.

The eigenvalues for a one-factor solution for each of the four scales were very high (over 5.0) and percent of total variance explained for each scale was: Listening (56.893%), Speaking (63.004%), Reading (65.622%), and Writing (69.533%). Mean scores for each language skill on the Sung Language Assessment Questionnaire were computed for all participating students. Pearson correlations were computed to examine the inter-relationship between mean scores on each of the four language skills. Inter-correlations between all four language skill areas were significant ($p < .0001$ level), and this was true for all four language programs. When students' self-rated proficiency ratings were examined by instructional level, the inter-correlations among the four language skills were again high and significant ($p < .001$ level) for all instructional levels.

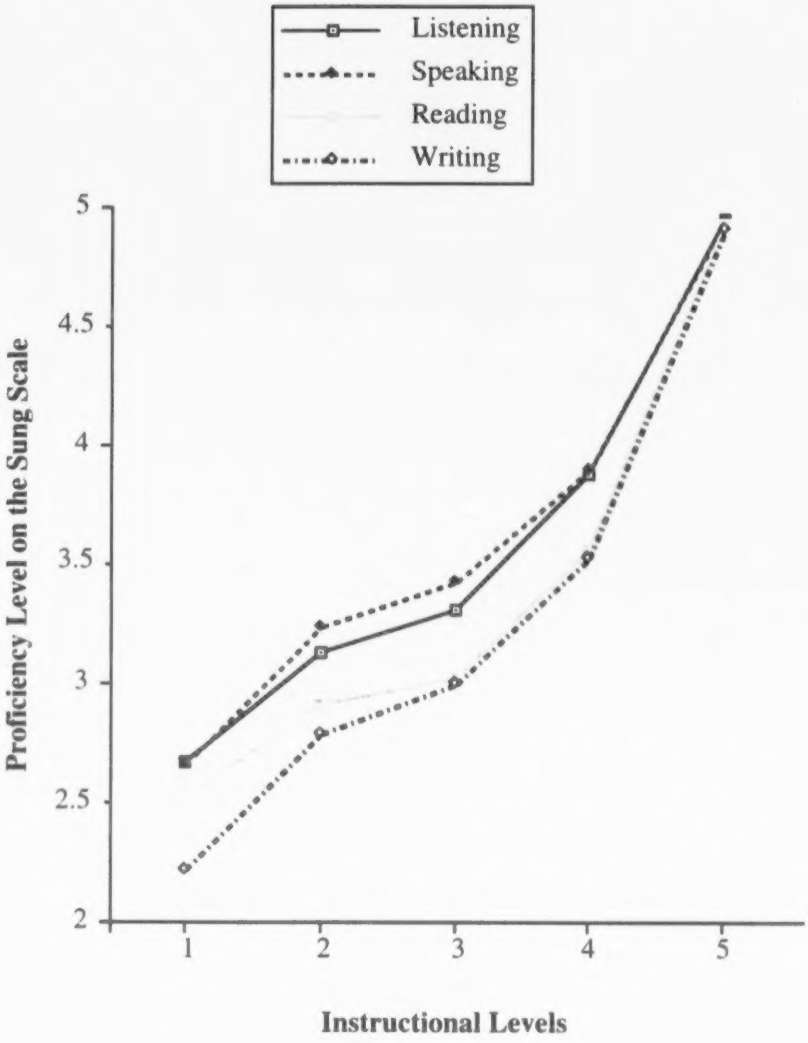
Students' self-ratings on the Sung Language Assessment Questionnaire were then compared to their self-rated FLOSEM scores. Self-rated FLOSEM scores correlated significantly ($p < .0001$) with all four self-rated scales on the Sung Language Assessment Questionnaire. Significant correlations between the two instruments were also obtained when self-rating scores were examined for each of the four language programs. In every case, the correlations were highly significant ($p < .0001$). However, students' self-rated proficiency on the four language skills did not always correlate significantly with teachers' FLOSEM ratings.

Self-rated FLOSEM scores and self-rated proficiency on the Sung scale for the four language skills were examined by language program type, level of instruction, and students' ethnic heritage background. First, students' self-proficiency was significantly different by the level of language instruction, F (4, 670) = 106.181, p <. 0001. The higher the instructional level, the higher the self-rated FLOSEM scores (see Figure 1). This instructional level difference (on the self-rated FLOSEM) was found between every level of instruction from the first year through Level 5 of language instruction. The significant instructional level difference was also found with self-rated scales on the four language skills of the Sung Language Assessment Questionnaire (see Figure 2), F (4, 679) = 69.530, p < .0001 for listening comprehension; F (4, 680) = 72.404, p < .0001 for speaking; F (4, 679) = 60.713, p < .0001 for reading comprehension; and F (4, 677) = 80.094, p < .0001 for writing. Instructional level differences on self-rated scores for these four language skills were found even when the significance level (p < .001) was set very stringently. The only contrast that was not significant was between Level 2 and Level 3. There was no significant difference on self-rated proficiency on the Sung scale between the second and third language levels and this was true across all four language skills. However, there was a significant difference on the self-rated FLOSEM between these two levels of language instruction, p = .004, and also on the teachers' FLOSEM ratings, p < .0001.

Students' self-proficiency was significantly different by language program type. The significant difference was found with self-rated FLOSEM, F (3, 693) = 92.238, p < .0001, and also with the Sung instrument for all four language skills: listening [F (3, 703) =

[Figure 2]

High School Students' Self-Rated Language Proficiency for 4 Skills
on the Sung Language Assessment Questionnaire
by Levels of Instruction



94.178, $p < .0001$]; speaking [F (3, 704) = 83.400, $p < .0001$]; reading [F (3, 703) = 83.001, $p < .0001$]; and writing [F (3, 701) = 86.785, $p < .0001$]. These significant results were all due to the fact that the proficiency level for students in the Korean program was significantly higher than those of the other three language programs (see Figure 3).

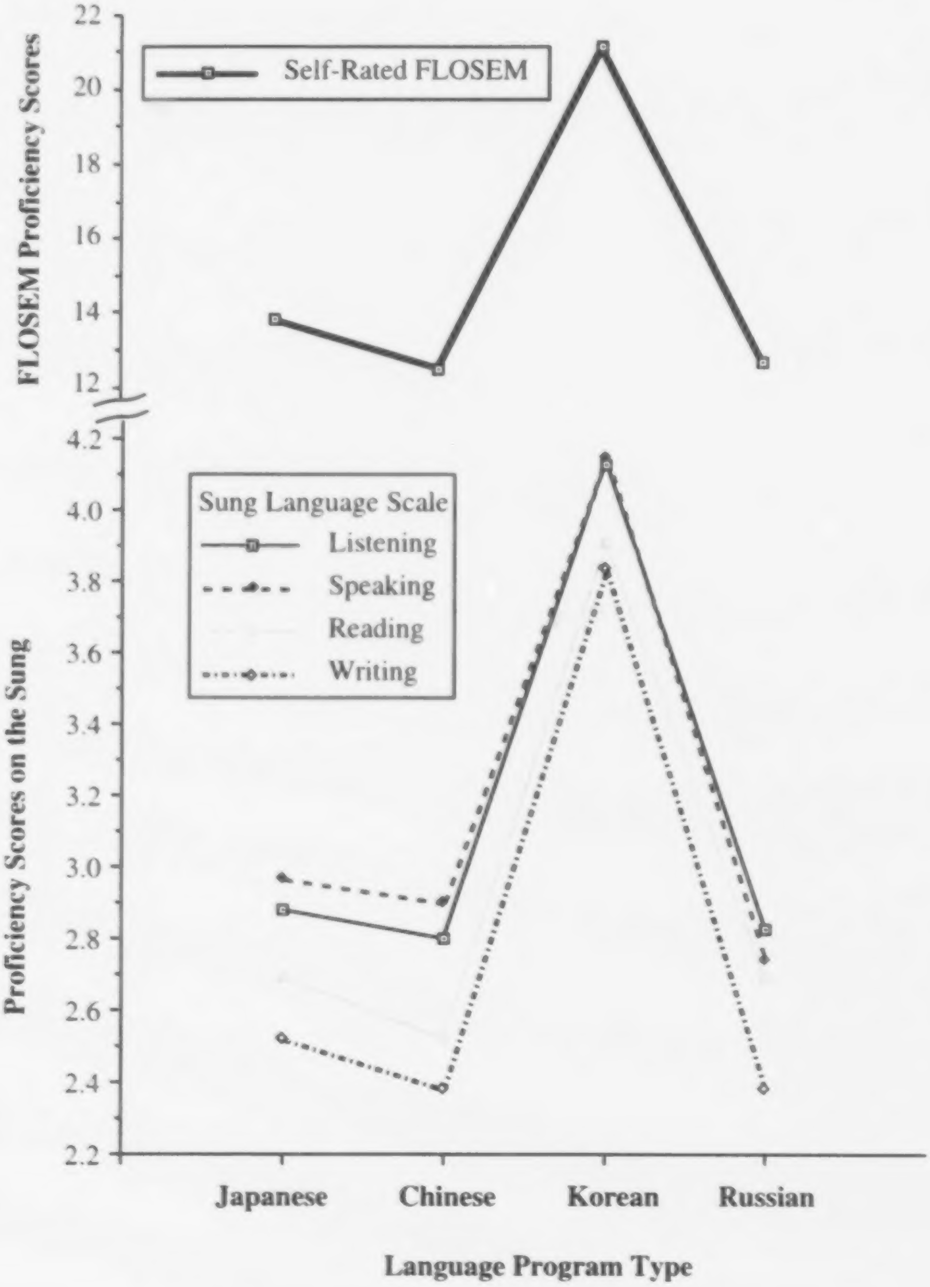
Students' ethnic heritage was also entered into the analysis of students' self-rated proficiency. There was a significant difference on the students' self-rated proficiency by their ethnic heritage. First, FLOSEM self-rating scores differed by ethnic background, F (2, 503) = 86.799, $p < .0001$, with the highest FLOSEM ratings for ethnic heritage students (M = 19.876), followed by mixed heritage students (M = 14.208), and with the lowest ratings given by non-ethnic students (M = 13.537). The same pattern of significant proficiency differences were obtained on the Sung instrument for the four language skills: listening [F (2, 510) = 105.730, $p < .0001$]; speaking [F (2, 511) = 78.879, $p < .0001$]; reading [F (2, 510) = 94.729, $p < .0001$]; and for writing [F (2, 509) = 92.986, $p < .0001$] (see Figure 4). Tukey's HSD multiple comparisons showed that proficiency of ethnic heritage students was significantly higher than that of the other two groups, whose proficiency was not significantly different from each other.

COCI Ratings by Language Evaluators

Students' communicative proficiency was also measured by means of the Classroom Oral Competency Interview (COCI) during the last several weeks of the 1994-95 and 1995-96 school years. Since this method of measuring oral proficiency requires a face-to-face interview lasting for around 7 minutes, COCI interviews were conducted only

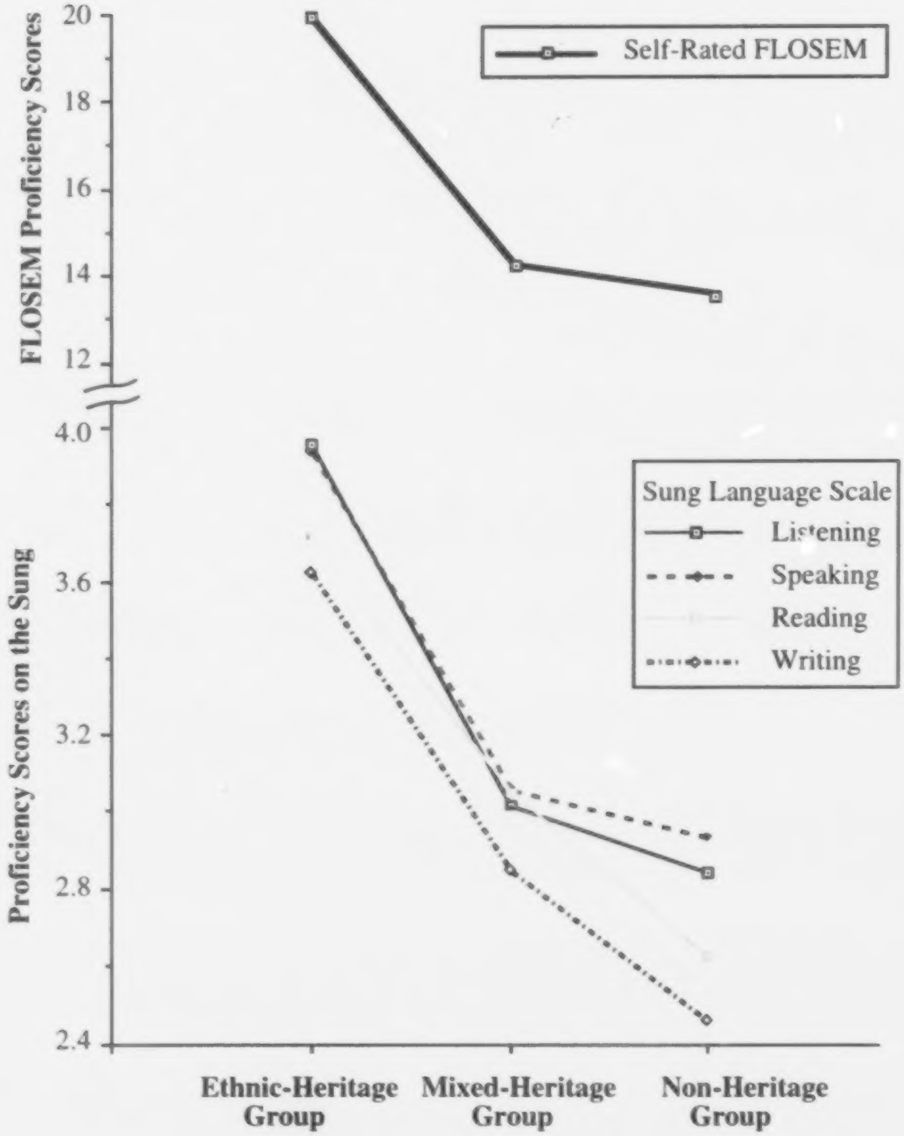
[Figure 3]

High School Students' Self-Rated Language Proficiency by Language Program Type



[Figure 4]

High School Students' Self-Rated Language Proficiency by Ethnic Heritage Background



with our six case study students from each language program and language level. The Evaluation Team's language evaluators visited each school site in the later part of May to conduct the COCI interviews. COCIs were administered to a total of 375 students over the last two years: 199 students in the 1994-95 school year and 245 students in the 1995-96 school year. Of these, there were 71 continuing case study students for whom we have COCIs for both school years. These continuing students were all high school students because in the 1994-95 school year, COCI ratings were not assigned to elementary school students after the interviews were completed because technically the COCI was designed for use with students in high school level 2 or higher foreign language classes. However, in 1995-96 we decided to use the COCI rating scale even with the elementary level students.

The COCI scale has ten grades and each grade was assigned a numeric code that could then be used in statistical analysis. The numeric scale which was devised for COCI ratings extended from 1 for "Prefunctional", 2 to 4 for "Formulaic Low" to "Formulaic High", from 5 to 7 for "Created Low" to "Created High", and from 8 to 10 for "Planned Low" to "Planned High." Overall, 1995-96 COCI ratings for case study students (M = 3.208; n = 245) were slightly lower than the 1994-95 ratings (M = 3.538; n = 199). Even after deleting those elementary school students who received low ratings on the COCI and who did not have ratings in the 1994-95 school year, the 1995-96 COCI ratings were still lower (M = 3.450; n = 189) than the 1994-95 ratings. Detailed COCI scores by each language program are shown in Table 6. Ratings for each language program show that 1995-96 ratings are lower than 1994-95 scores, except for the Mandarin programs where the most recent COCI ratings were slightly higher than in the previous school year. The lower

[Table 6] COCI ratings in 1994-95 and 1995-96 School Years

(The number of students in the program is recorded in parentheses)

for All Students

School level	Language	COCI in 94-95	COCI in 95-96
Elementary	Japanese	NA	2.393 (56)
High School	together	3.538 (199)	3.450 (189)
	Japanese	3.440 (100)	3.222 (90)
	Chinese	3.111 (36)	3.250 (32)
	Korean	5.069 (29)	5.000 (30)
	Russian	2.971 (34)	2.919 (37)

for Continuing Students

school level	language	COCI in 94-95	COCI in 95-96	test of significance
High	together	3.479 (71)	3.972 (71)	t (70) = 3.753, $p < .0001$
	Japanese	3.675 (40)	3.850 (40)	t (39) = 1.000, $p = .323$, NS
	Mandarin	3.333 (9)	4.111 (9)	t (8) = 1.941, $p = .088$, NS
	Korean	4.714 (7)	4.714 (7)	t (6) = 0.000, $p = 1.000$, NS
	Russian	2.467 (15)	3.867 (15)	t (14) = 8.573, $p < .0001$

portion of Table 6 also provides information on the continuing 71 case study students' COCI ratings. For all continuing case study students, COCI ratings were significantly higher this year than in 1994-95, t (70) = 3.972, $p = .001$. However, when comparisons are made by each language program, the only significant difference found was that between ratings in the two time periods for the Russian language students.

Using the COCI ratings shown in the top portion of Table 6, a one-way analysis of variance was computed for language program type for each school year separately. A significant difference was found for each school year: F (3, 195) = 10.215, $p < .0001$ for 1994-95 COCI ratings and F (3, 241) = 16.051, $p < .0001$ for 1995-96 ratings. Multiple comparisons of each language program type yielded findings showing that the Korean program recorded significantly higher ratings than all other language programs ($p < .0001$). However, no other comparisons were significant. This finding was identical in both time periods. The significant difference was due to the fact that case study students in the Korean program had significantly higher proficiency ratings on the COCI than students in the other language programs.

Since the COCI was administered to case study students by language evaluators from the Evaluation Project, the COCI ratings were next correlated with the classroom teachers' proficiency ratings of these same students using the Stanford FLOSEM. The top portion of Table 7 depicts the correlations between the COCI and FLOSEM ratings for the 1994-95 school year by language program. All of the correlations, except for the Russian program (r=.493), were positive and greater than r=.750 as can be seen in Table 7, and all attained statistical significance. Similar correlations computed for the 1995-96 school year resulted in

[Table 7] Correlation between the COCI and FLOSEM ratings for Selected Case Study Students

(The number of students in the program is recorded in parentheses)

In the 1994-95 School Year:

School level	Language	Correlation R	Significance
Elementary	Japanese	NA	NA
High School	together	0.786 (180)	$p < .0001$
	Japanese	0.756 (84)	$p < .0001$
	Chinese	0.787 (35)	$p < .0001$
	Korean	0.910 (27)	$p < .0001$
	Russian	0.493 (34)	$p < .005$

In the 1995-96 School Year:

School level	Language	Correlation R	Significance
Elementary	Japanese	0.564 (55)	$p < .0001$
High School	together	0.826 (177)	$p < .0001$
	Japanese	0.666 (89)	$p < .0001$
	Chinese	0.709 (31)	$p < .0001$
	Korean	0.934 (30)	$p < .0001$
	Russian	0.748 (27)	$p < .0001$

similar findings even with students in the Russian programs. These correlations can be found in the lower portion of Table 7.

Summary

Documentation of language acquisition and growth across instructional time was the central concern of this chapter. Using two rating measures -- Stanford FLOSEM and Sung Language Assessment Questionnaire -- and the COCI, we found that with few exceptions students in all four language programs, at all grade levels and levels of instruction, and on each of our language assessment instrument did show improvement within a school year (September to May) and across school years. The FLOSEM ratings obtained from teachers indicated that teachers saw improvement in their students oral proficiency in the language of instruction. Since the teachers knew that their program was being evaluated, it is possible that teachers were biased in favor of positively evaluating students' oral performance on the September to May FLOSEM ratings. However, the fact that students' own self-ratings on the FLOSEM were correlated with their teachers lends confidence to the validity of the FLOSEM as a measure of oral proficiency and as a technique for assessing growth in the language following one and two years of instruction.

The fact that the students' self-ratings on the Sung Language Assessment Questionnaire also correlated with their FLOSEM provides another layer of evidence that both teachers and students recognized the growing linguistic competence shown by students learning a LCTL. Finally, the COCI ratings obtained by independent language evaluators confirm that case study students across all language programs and levels of instruction do make progress in becoming orally proficient in the language that they are learning in school. Again, high and significant correlations between the COCI and teacher ratings on the FLOSEM provide concurrent validation of both instruments as easy to use measures to assess oral proficiency.

Finally, as a cautionary note, it is important to mention that there were some statistical comparisons which failed to attain significance. This is due to extreme heterogeneity of teachers, students, languages and levels of instruction in the data. Nonetheless, most students it seems at all grade levels and in most language by level of instruction combinations showed progress in learning a LCTL. Also observed in the findings was a significant difference of ethnic heritage students on oral proficiency attainment when compared to non-ethnic heritage students. This attests to the linguistic advantage that ethnic heritage students may have in a language program if they already know the language prior to instruction and/or if they are able to obtain assistance in the language from someone other than the teacher. We will address issues of ethnic heritage background in the results chapters that follow.

Chapter 5

Student and Parent Questionnaire Survey Results

The student and parent questionnaire was distributed twice -- the first time in 1993 and again in 1995. A total of 1,217 students and 1,577 parents participated in the survey. An important aspect of this data collection effort is that we were able to match 555 students and parent questionnaires. In the student data, 178 questionnaires were collected from elementary school students, 18 from middle school students, and 1,021 from high school students. There were 648 male and 560 female students and 9 respondents did not report their gender. Student data were collected from 666 students enrolled in Japanese language programs, 187 from Chinese (either Cantonese or Mandarin), 195 from Korean, and 169 from Russian programs. Students' ethnic heritage language background information was also collected. 382 students reported that the language they were studying was their ethnic heritage language and 74 students described themselves as mixed-heritage, which meant that one of their parents was an ethnic heritage parent. 743 students reported that they were not ethnically related to the language they were studying. 18 did not provide ethnic heritage information. Table 8 summarizes students' ethnic background information by language program type. The table shows that the highest percentage of ethnic heritage students were enrolled in the Chinese (56%) and Korean (93%) programs.

In the parent questionnaire data, 652 respondents were elementary school parents, 19 were middle school and 906 were high school parents. There were 546 fathers or male

[Table 8]

Number of Students by Their Ethnic Heritage Language Background in Each Language Program Type

(for both elementary and high schools)

Ethnic Info.	# & %	Japanese	Chinese	Korean	Russian	TOTAL
Heritage	number	94	105	181	2	**382**
	percentage	14.11%	56.15%	92.82%	1.18%	**31.39%**
Mixed	number	63	8	1	2	**74**
	percentage	9.46%	4.28%	0.51%	1.18%	**6.08%**
Non-heritage	number	496	71	13	163	**743**
	percentage	74.48%	37.97%	6.67%	96.46%	**61.05%**
no response	number	13	3	0	2	**18**
	percentage	1.95%	1.60%	0%	1.18%	**1.48%**
TOTAL		**666**	**187**	**195**	**169**	**1217**

guardians and 979 mothers or female guardians. 52 parents did not report their gender. A total of 929 were from parents of children who enrolled in Japanese programs, 257 in Chinese, 211 in Korean, and 180 in Russian programs. Among the respondents, 1109 parents answered in the questionnaire in English, 34 in Spanish, 123 in Japanese, 101 in Chinese, and 210 in Korean. Parents' ethnic heritage background information is shown in Table 9. Parents of elementary school students between Kindergarten and 3rd grade were added to the parent data set since these parents were more likely to be ethnic parents. This is why the percentages of ethnic parents for the Japanese and Chinese programs is larger for parents than for students.

Data collected from both students and parents were first analyzed by means of factor analysis which is a statistical procedure that permits the user to examine the communality between items to determine whether items can be grouped into meaningful clusters or scales. Factor analysis allows the user to cluster items based on statistical properties that indicate that the items measure a common underlying characteristic such as motivation to learn a new language. Once a common cluster of items is identified statistically through factor analysis, then the items can be organized into scales for the purpose of contrasting different groups of respondents on the cluster in question. The technique allows the user to gain greater understanding of diverse items on a questionnaire than can be done if each item is treated separately and then comparisons made on each item. The method of principal components with varimax rotation with missing data deleted was used in all factor analyses discussed in this report. The results of the factor analyses will first be presented, followed by group comparisons on the different scales that emerged from the factor analyses.

[Table 9]

Number of Parents by Their Ethnic Heritage Language Background in Each Language Program Type

(for both elementary and high schools)

Ethnic Info.	# & %	Japanese	Chinese	Korean	Russian	TOTAL
Heritage	number	298	174	194	4	**670**
	percentage	32.08%	67.70%	91.94%	2.22%	**42.48%**
Mixed	number	21	4	0	4	**29**
	percentage	2.26%	1.56%	0%	2.22%	**1.84%**
Non-heritage	number	583	75	16	164	**838**
	percentage	62.75%	29.18%	7.59%	91.11%	**53.14%**
no response	number	27	4	1	8	**40**
	percentage	2.91%	1.56%	0.47%	4.45%	**2.54%**
TOTAL		**929**	**257**	**211**	**180**	**1577**

Factor Analyses

Student Questionnaire

The questionnaire data was factor analyzed using a varimax rotation procedure to examine the communality of items. A factor analysis was first computed on Part 1 -- the "Instrumental/Integrative Motivation" scale for studying the LCTLs. The results of the factor analysis revealed that the 8 items loaded onto a single factor (see Table 10). The eigen value for this single factor was 2.93 and the computed Cronbach alpha was 0.83, indicating that the scale possessed internal consistency with the student population. The percent of total variance explained by this single factor was 36.62%. Importantly, the result of the factor analysis in this study did not confirm the original Gardner (1985) analysis which showed that the 8 items consisted of two separate clusters of 4 items each: one for instrumental motivation and the other for integrative motivation. The findings suggest that the students in the present study made no distinction between instrumental and integrative motivation for learning a LCTL.

Part 2 of the student questionnaire consisted of 14 items having to do with "Reasons for Studying These Specific Languages". The analysis revealed that a three-factor solution was best for these items. One item was dropped from the final analysis since it did not load on any single factor. Table 11 shows the results of the factor analysis. Five items which loaded on Factor 1 constitute a subscale of motivation based on students' **Ethnic Heritage** (e.g., "It is my heritage language"). One item was not about their own heritage, but their friend's language. Factor 2 consisted of three items which are **School-Related** items pertaining to what students have heard about the language class, teacher, or peers taking the

[Table 10]

Factor Analysis of the "Instrumental/Integrated Motivation" by Students Enrolled in Fourth through Twelfth Grade

"Studying Japanese (Chinese, Korean, of Russian) is important because ..."

ITEM	Loading
I will be able to meet and converse with more people.	.680
I will be able to participate in cultural activities of the language group.	.664
It will make me a more knowledgeable person.	.618
It will be useful someday to get a job.	.601
It will allow me to be more at ease with native speakers of the language.	.595
I will need the language for my future career.	.592
It will enable me to better understand and appreciate art and literature of the culture.	.560
I will get respect from others if I know a foreign language.	.515
Eigen Value	2.930
Predicted Variance	36.622 %

[Table 11]

Factor Analysis of the "Reasons for Studying LCTLs" Scale by Students Enrolled in Fourth through Twelfth Grade

"I chose to study Japanese (Chinese, Korean, or Russian) because ..."

ITEM	Factor Loading		
	Factor1	Factor2	Factor3
It is my heritage language.	**.851**	.000	-.033
I want to converse with my relatives.	**.800**	.075	.093
I want to converse with my friends.	**.540**	.182	.250
My parents encouraged me to study the language.	**.504**	.100	.113
My parents forced me to study the language.	**.427**	.112	-.089
I heard that the language classes at my school were good.	.111	**.934**	.156
I heard that the language teachers at my school were good.	.096	**.779**	.160
I have friends who decided to study the language.	.187	**.410**	.106
I want to study in a foreign country as a "study abroad" student.	.151	.065	**.649**
I want to travel to countries where the language is spoken.	.306	.003	**.636**
I thought that studying the language would be interesting.	-.154	.158	**.601**
I want to use the language for practical situation such as ordering at the restaurant.	.365	.157	**.425**
I thought it would be more interesting than studying French, German, or Spanish.	-.085	.202	**.424**
Eigen Value	3.205	1.640	1.088
Predicted Variance		45.637 %	

language class. Factor 3 is composed of five items that describe **Personal Interests** in studying the LCTLs (e.g., "I want to study in a foreign country as a study abroad student"). The eigen values for the three factors were respectively 3.205, 1.640, and 1.808. Cronbach alphas were also respectable: .78 for Factor 1 ("Ethnic Heritage Factor"); .77 for Factor 2 ("School-Related Factor"); and .69 for Factor 3 ("Personal Interests Factor"). The total variance explained by the three factors was 45.64%.

The results of the factor analysis on the "Language Learning Strategies" scale (Part 3 of the student questionnaire) showed that again a three-factor solution was best for these items (see Table 12). Two items were dropped from the final analysis since they did not load on any single factor. The eigen values for the three factors were respectively 3.807, 1.002, and 0.579. Seven items which loaded on Factor 1 constitute a subscale of **Innovative Learning Strategies** which consisted of creative and active classroom activities ("acting out", "making sentences with new words", "creating original dialogues"). Factor 2 consisted of four items which are strategies of **Outside Classroom Language Use/Practice** such as "watching movies in the language", and "writing a letter". Factor 3 was composed of two items that describe **Translation Strategies**. The percent of total explained variance contributed by the three factors was 41.45%.

The results of the factor analysis on the "Parental Involvement in Foreign Language Study" scale (Part 4 of the student questionnaire) showed that all 9 items loaded onto a single factor (see Table 13). The eigen value for the student data was 4.73 and the Cronbach alpha was .89. The percent of total variance explained by the single factor for students was 52.55%.

[Table 12]

Factor Analysis of the "Language Learning Strategies" Scale by Students Enrolled in Fourth through Twelfth Grade

ITEM	Factor Loading		
	Factor1	Factor2	Factor3
I memorize dialogues and say them outloud or act them out.	**.618**	.164	.164
I create original dialogues in the language.	**.564**	.430	.009
I repeat what the teacher says in the language.	**.529**	.066	.337
I physically act out new words.	**.525**	.142	.058
I use a mental image to learn a new word.	**.449**	.226	.132
I create a sentence using new words.	**.404**	.369	.113
I use flashcards to learn new vocabulary words	**.389**	.146	.144
I read newspapers / books in the language.	.162	**.769**	.162
I speak the language outside the classroom with my friends.	.264	**.613**	.063
I write notes, letters, or compositions in the language.	.431	**.519**	.050
I watch TV programs or movies in the language.	.094	**.469**	.133
I ask the teacher translate things from the target language to English.	.175	.035	**.898**
I try to translate things from the language to English.	.238	.308	**.460**
Eigen Value	3.807	1.002	0.579
Predicted Variance		41.447 %	

[Table 13]

Factor Analysis of Students' and Parents' Responses on the "Parental Involvement in Foreign Language Study" Scale

"My parents (I) ..."

ITEM	Loading	
	Students	Parents
Encourage to practice the language as much as possible.	.845	.818
Feel should learn as much of language as possible.	.783	.758
Show considerable interest in things related to the language class.	.777	.765
Feel should continue studying the language.	.764	.751
Really encourage to study the language.	.758	.712
Think should devote more time to language study.	.716	.649
Have stressed importance of the language after graduation.	.706	.711
Try to help with language homework.	.608	.565
Urge getting help from teacher if having problem with language class.	.510	.516
Eigen Value	4.730	4.412
Predicted Variance	52.553%	49.025%

Parent Questionnaire

A factor analysis procedure was also used with the parents' responses to "Attitudes toward Foreign Language Learning" (Part 1 of the parent questionnaire). The analysis revealed that all 9 items loaded onto a single factor (see Table 14). The eigen value for this single factor was 3.54 and the Cronbach alpha was highly reliable (.86). The percent of total variance explained by this scale for attitudes toward foreign language study was 39.33%.

All 9 items in the second part of the parent questionnaire regarding "Parental Involvement" in their child's foreign language study also loaded onto a single factor (see Table 11 again). The eigen value for the parent data was 4.412 and a check for internal consistency using the Cronbach alpha (.90) showed that this scale was highly reliable. The percent of total variance explained by the single factor for parents was 49.03%.

Data Analyses for Both Elementary and High Schools

Student Questionnaire

Instrumental/Integrative motivation. Using the new scales created from the student data to the questionnaire, we then set out to examine whether differences existed on the various scales by school level, language program type, and gender. First, we found that the instrumental/integrative motivation scale adapted from Gardner was significantly different by school level, F (2, 1212) = 10.974, $p < .0001$. As can be seen in Figure 5, elementary (M = 4.662) and middle school students (M = 5.176) showed significantly higher motivation to learn the LCTLs that they were studying than did high school students (M = 4.395). A significant difference on motivation also appeared when the four language programs were

[Table 14]

Factor Analysis of the Parents' Responses on the "Attitudes Towards Foreign Language Study" Scale

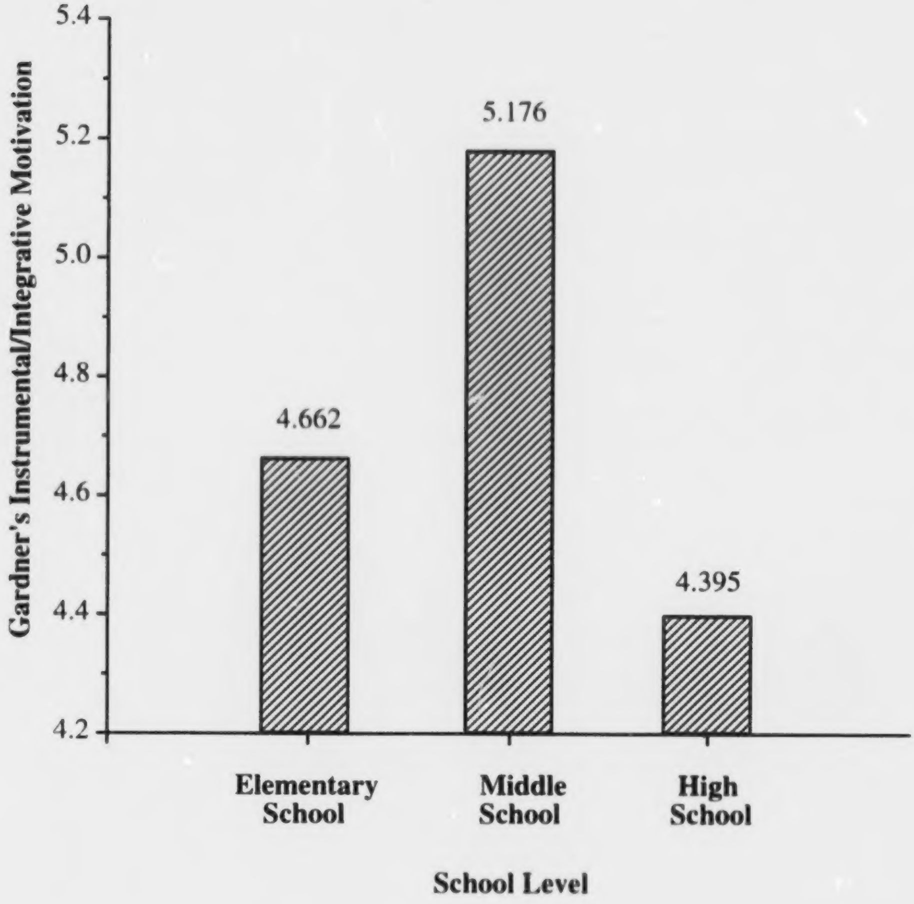
"It is important to study foreign languages because ..."

ITEM	Loading
I wish to read newspapers/magazines in another language.	.762
I want to read literature in the original language, not translated.	.725
I wish to learn many foreign languages.	.671
I enjoy meeting and listening to speakers of other languages.	.661
I wish I could speak another language perfectly.	.599
Studying a foreign language is enjoyable experience.	.587
It is important for everyone to learn a foreign language.	.550
If I stay in another country, I can use the language.	.545
I want to speak the language, if I visit a foreign country.	.493
Eigen Value	3.540
Predicted Variance	39.326 %

[Figure 5]

School Level Difference

on Students' Instrumental/Integrative Motivation



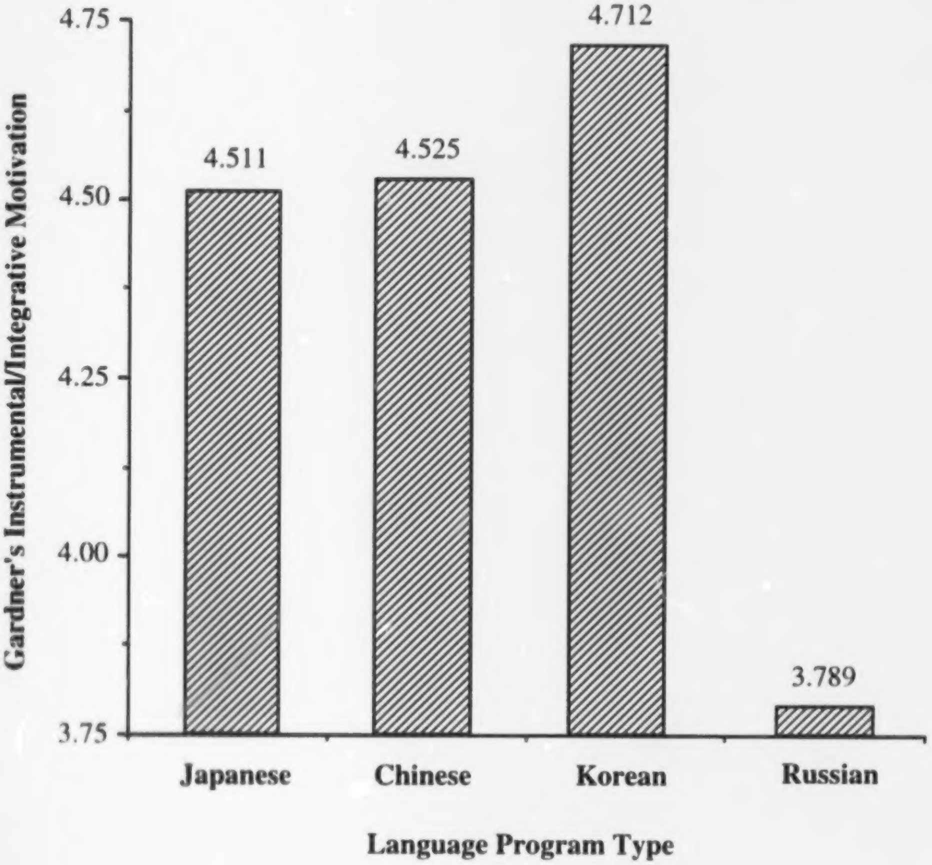
compared, F (3, 1211) = 35.590, *p* < .0001. Students in the Russian programs (M = 3.789) showed significantly lower motivation than students in any of the other language programs (see Figure 6). On the other hand, students in the Korean language program showed the highest motivation score (M = 4.712) which was significantly higher than students in Japanese programs (M = 4.511, *p* = .037) and also higher (not significantly though) than students in Chinese programs (M = 4.525). Female students possessed higher motivation (M = 4.501) than their male counterparts (M = 4.398), but the difference was not statistically significant. However, there was a significant gender difference found among students in the Korean program. Female students in the Korean program (M = 4.786) were significantly more motivated than males (M = 4.640), *p* < .0001.

Heritage-related motivation. There was a significant school level difference on heritage-related motivation to study the LCTLs, F (2, 1212) = 89.279, *p* < .0001. Like the Gardner's motivation scale, students from elementary (M = 3.430) and middle school (M = 4.097) showed significantly higher heritage-related motivation than did high school students (M = 1.884), *p* < .0001 (see Figure 7). A significant difference of heritage-related motivation was also noticed among the four language programs, F (3, 1211) = 127.900, *p* < .0001. Heritage-related motivation was significantly different between any of the two language programs (see Figure 8). Students in the Korean program (M = 3.431) showed the highest heritage-related motivation, followed by students in Chinese programs (M = 3.010), then Japanese program students (M = 1.848). Students in Russian programs scored lowest on the heritage-related motivation scale (M = 0.852). As noted in Figure 9, female students showed higher **heritage-related** motivation (M = 2.341) than their male counterpart (M =

[Figure 6]

Language Program Type Difference

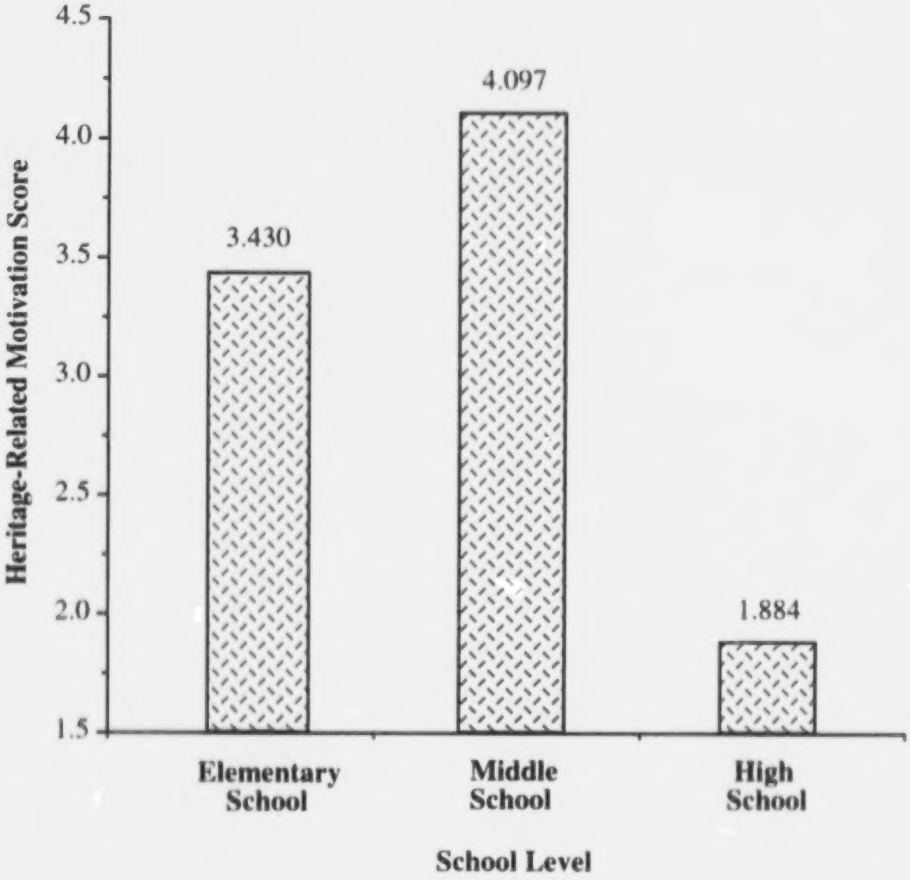
on Students' Instrumental/Integrative Motivation



[Figure 7]

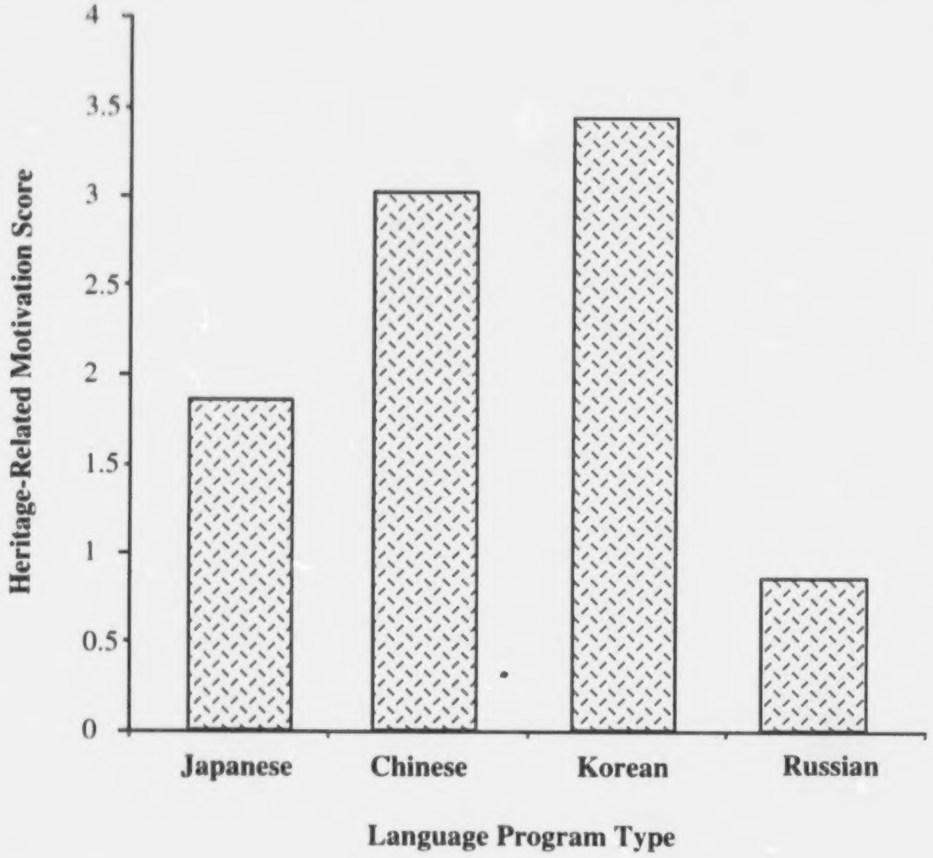
School Level Difference

on Students' Heritage-Related Motivation



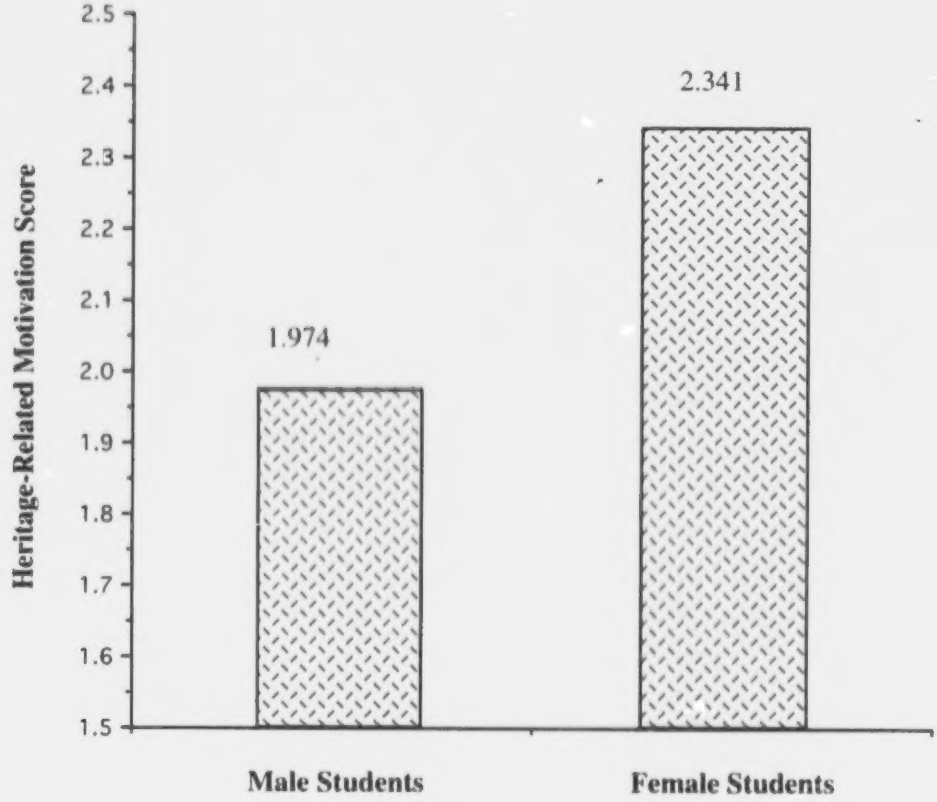
[Figure 8]

Language Program Type Difference on Students' Heritage-Related Motivation



[Figure 9]

Gender Difference
on Students' Heritage-Related Motivation

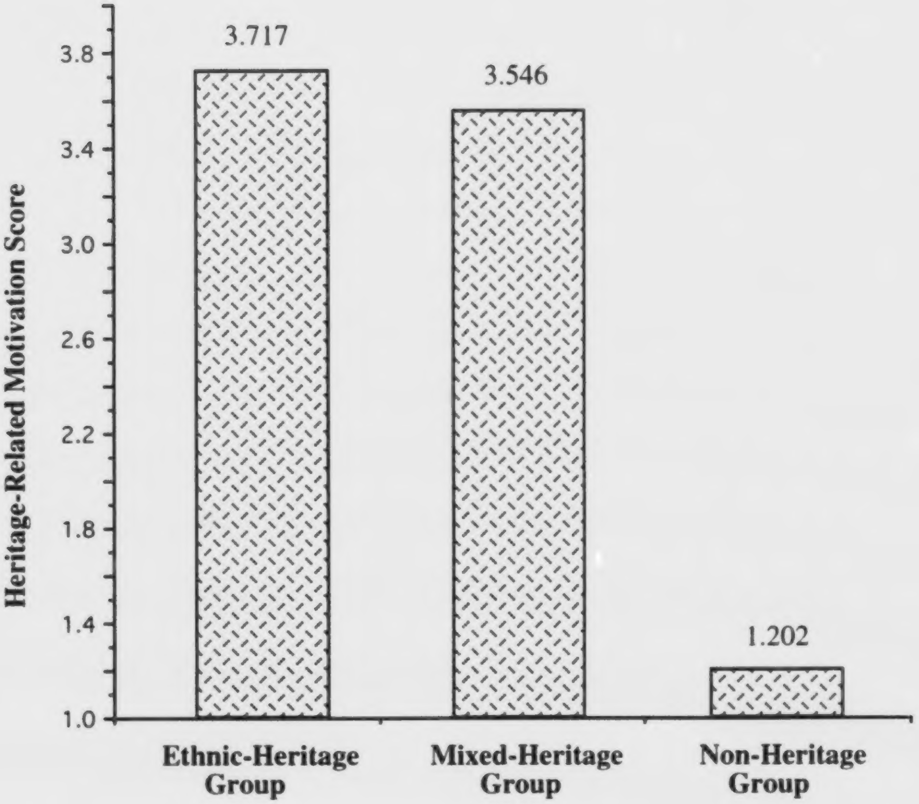


1.974) and the difference was statistically significant, F (1, 1204) = 14.783, *p* < .0001. Regarding the heritage-related motivation scale, analyses were also conducted by students ethnic heritage background. Students were divided into three group: Heritage Language Background, Mixed Heritage [which meant one parent was of the same heritage as the target language], and Non-Heritage related groups. A significant difference was found on the heritage-related scale, F (2, 1195) = 671.216, *p* < .0001 (see Figure 10). Ethnic Heritage (M = 3.717) and Mixed Heritage students (M = 3.546) recorded significantly higher motivational scores on this variable than did Non-Heritage students (M = 1.202). Significant differences by ethnic heritage were found across all four language programs and also when similar analyses were computed for gender. That is, female and male Ethnic Heritage (and Mixed Heritage) students scored higher on ethnic heritage motivation than female and male students who were not of the target language heritage.

School-related motivation. There was a significant difference between elementary and high schools on school-related motivation, F (2, 1210) = 7.104, *p* = .001 (see Figure 11). Elementary students showed a significantly higher school related-motivation (M = 2.850) than did their high school counterparts (M = 2.335). Middle school students recorded a very high mean score (M = 2.896) on school-related motivation, but since the variance of the group was very large with a small sample size, significant differences were not found when compared to elementary or high school students. There was no language program type difference in school-related motivation, but there was a significant gender difference, F (1, 1202) = 6.040, *p* = .014. Interestingly, male students (M = 2.536) showed significantly higher school-related motivation than did female students (M = 2.285).

[Figure 10]

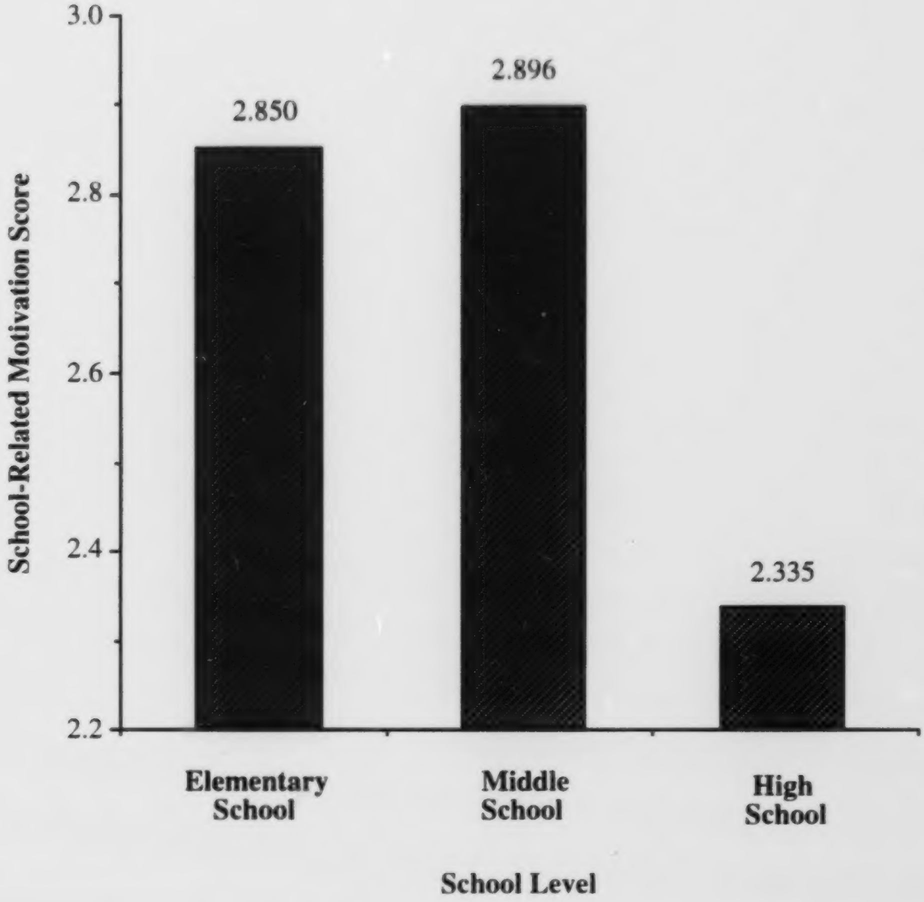
Difference in Students' Heritage-Related Motivation
by Their Ethnic Heritage Background



[Figure 11]

School Level Difference

on Students' School-Related Motivation



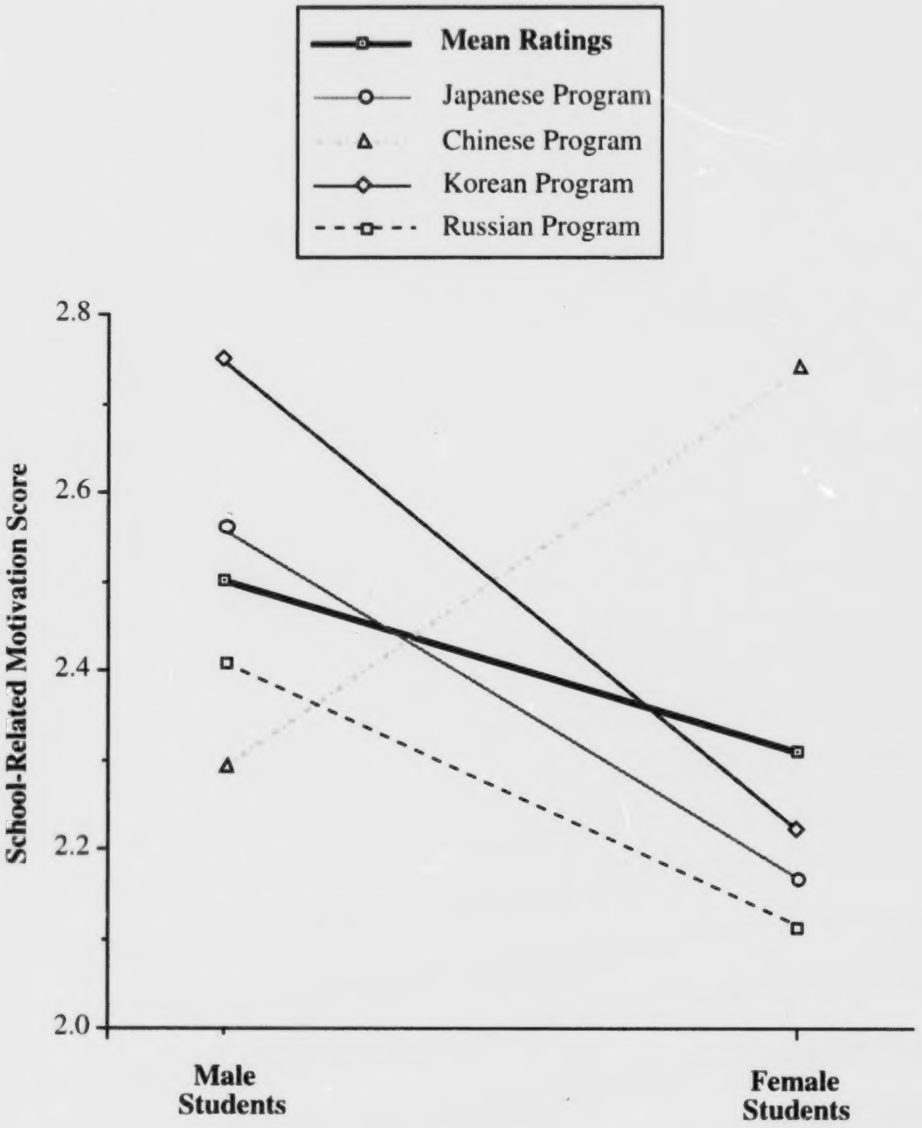
However, there was a significant interaction effect between students' gender and language program type, F (3, 1196) = 3.015, *p* = .029 (see Figure 12). The interaction effect was due to male students' higher school-related motivation scores in all the programs, except for the Chinese programs. However, in the Chinese language programs, female students showed higher school-related motivation than males.

Personal interest-related motivation. Like the other motivation scales, personal interest-related motivation to study these LCTLs among high school students (M = 3.652) was significantly lower than elementary (M = 3.963) or middle school students (M = 4.050), F (2, 1213) = 5.090, *p* = .006 (see Figure 13). There was also a significant language program type difference, F (3, 1212) = 24.971, $p < .0001$. As can be seen in Figure 14, students in the Japanese programs recorded the highest personal interest-related motivation score (M = 3.902) and those in the Russian programs showed the lowest score (M = 3.002). There was no gender difference on personal interest-related motivation.

Language learning strategies. Regarding learning strategies, there was a significant difference on the first strategy (Innovative Strategies) by school level, F (2, 1204) = 3.610, *p* = .027 (see Figure 15). Middle school students (M = 4.581) expressed that they used significantly more innovative learning strategies such as active and creative classroom activities than did students at the elementary (M = 3.769) or high (M = 3.864) schools. Analysis of the second strategy (Outside Classroom Language Use) resulted in a significant program type difference, F (3, 1208) = 21.755, $p < .0001$ (see Figure 16). Students in the Korean program (M = 4.555) showed significantly higher scores on the learning strategies involving outside classroom language practice than did students of the other three programs.

[Figure 12]

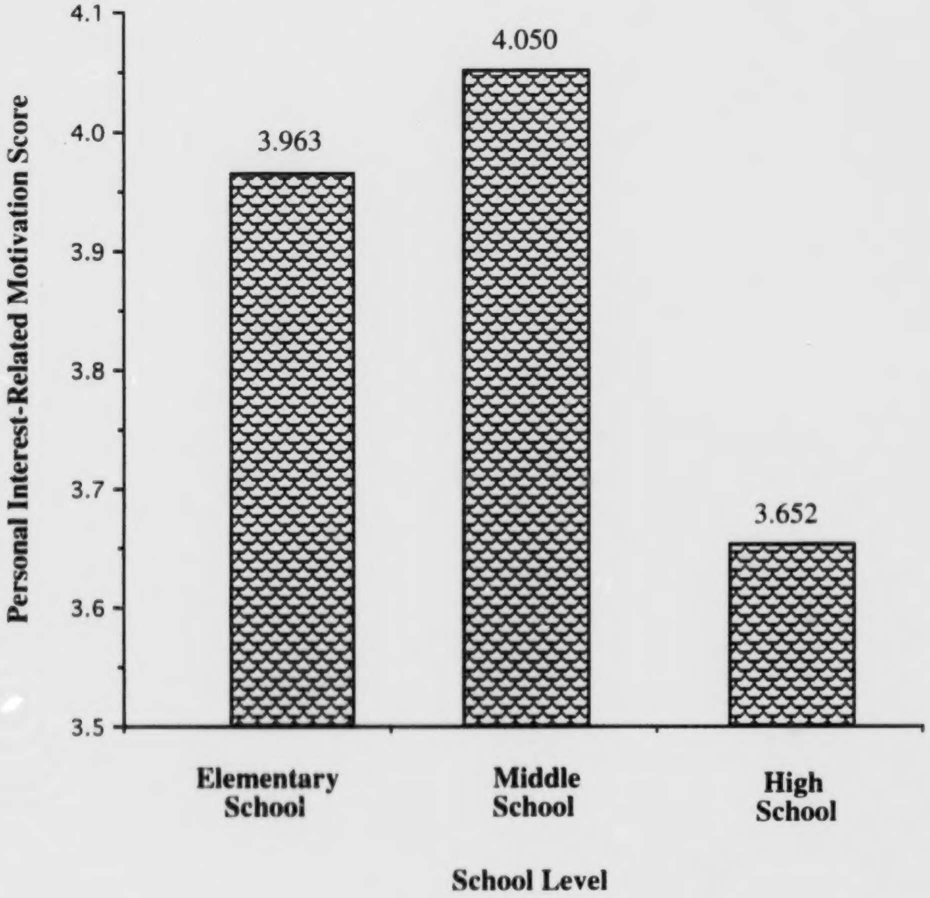
Interaction Effect between Gender and Language Program Type on Students' School-Related Motivation



[Figure 13]

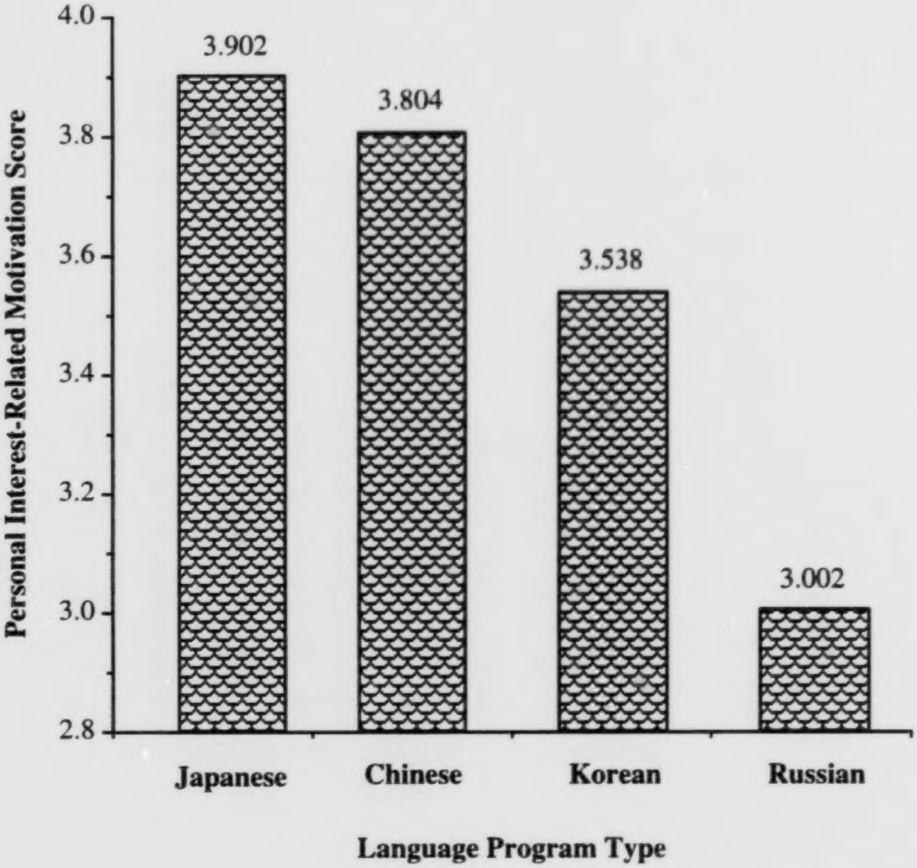
School Level Difference

on Students' Personal Interest-Related Motivation



[Figure 14]

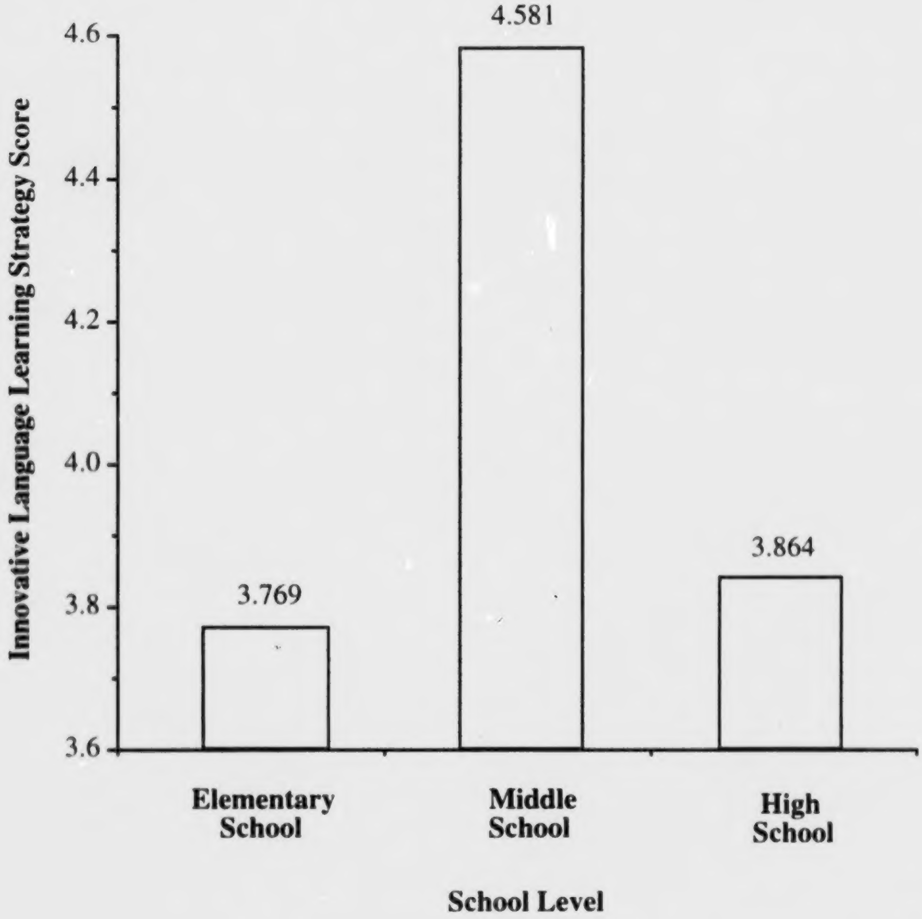
Language Program Type Difference on Students' Personal Interest-Related Motivation



[Figure 15]

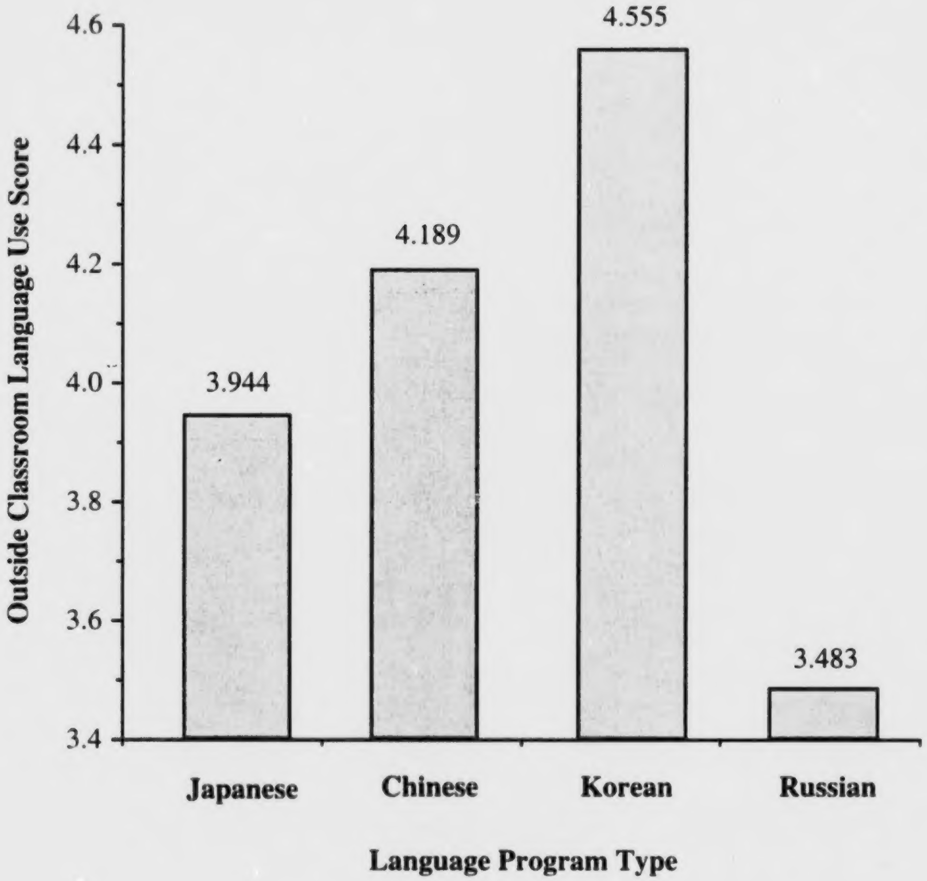
School Level Difference

on Students' Innovative Language Learning Strategy



[Figure 16]

Language Program Type Difference
on Students' Learning Strategy of Outside Classroom Language Use



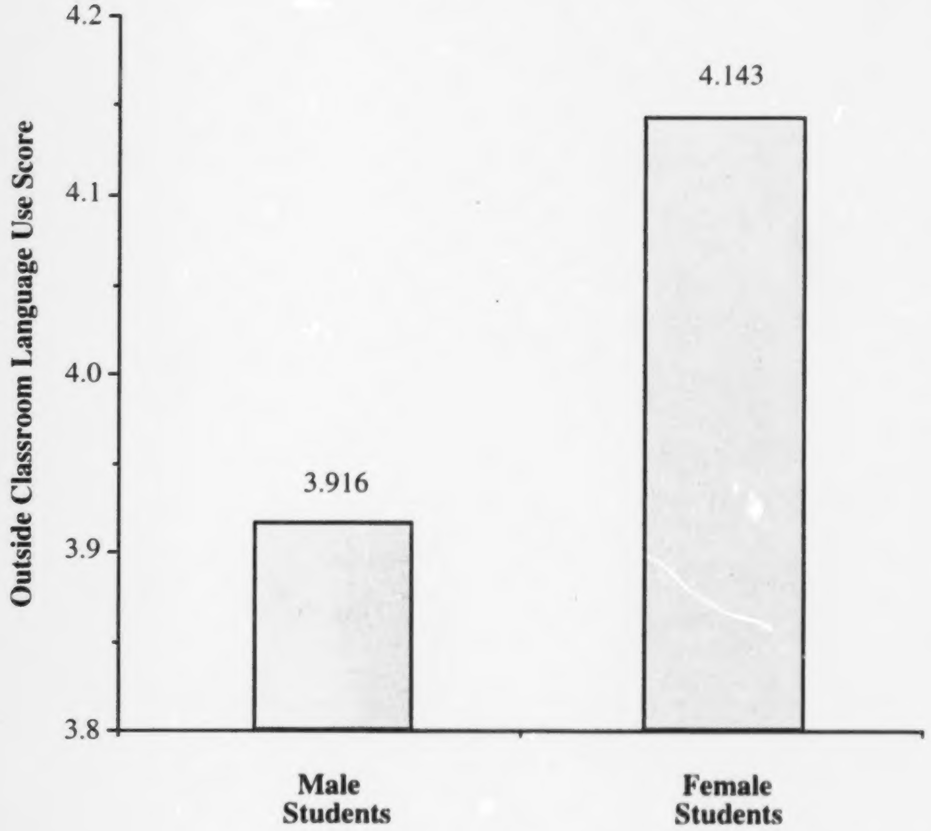
On the other hand, students in Russian programs said that their use of outside classroom language practice strategies (M = 3.483) was significantly lower than the other three programs. There was also a gender difference in the second learning strategy, F (1, 1201) = 8.543, p = .004 (see Figure 17). Female students (M = 4.143) said that they used outside classroom language strategies significantly more than male students (M = 3.916) and the female students' higher use of this learning strategy was found in every school level and also in every language program. As for Translation Strategies, there was no school level difference nor gender difference. However, there was a significant language program type difference, F (3, 1201) = 2.682, p = .046 (see Figure 18). Tukey HSD multiple comparisons revealed that a significant difference was found only between students in the Chinese and Russian programs. Translation strategies were reported significantly more often by students in the Chinese programs (M = 4.541) than by students learning Russian (M = 4.199).

Parental involvement. As for students' perception of their parents' involvement in their language study a significant difference was found by school level, F (2, 1207) = 78.035, p < .0001. Elementary (M = 4.714) and middle (M = 5.314) school students reported that their parents were involved in their language study much more than was true for high school students (M = 3.303), as can be noted in Figure 19. There was also a significant program type difference on students' perception of parental involvement, F (3, 1206) = 25.680, p < .0001 (see Figure 20). Students from Korean (M = 4.042) and Chinese (M = 3.893) programs said that their parents were involved in their language study significantly more than did students in Japanese (M = 3.498) and Russian (M = 2.717)

[Figure 17]

Gender Difference

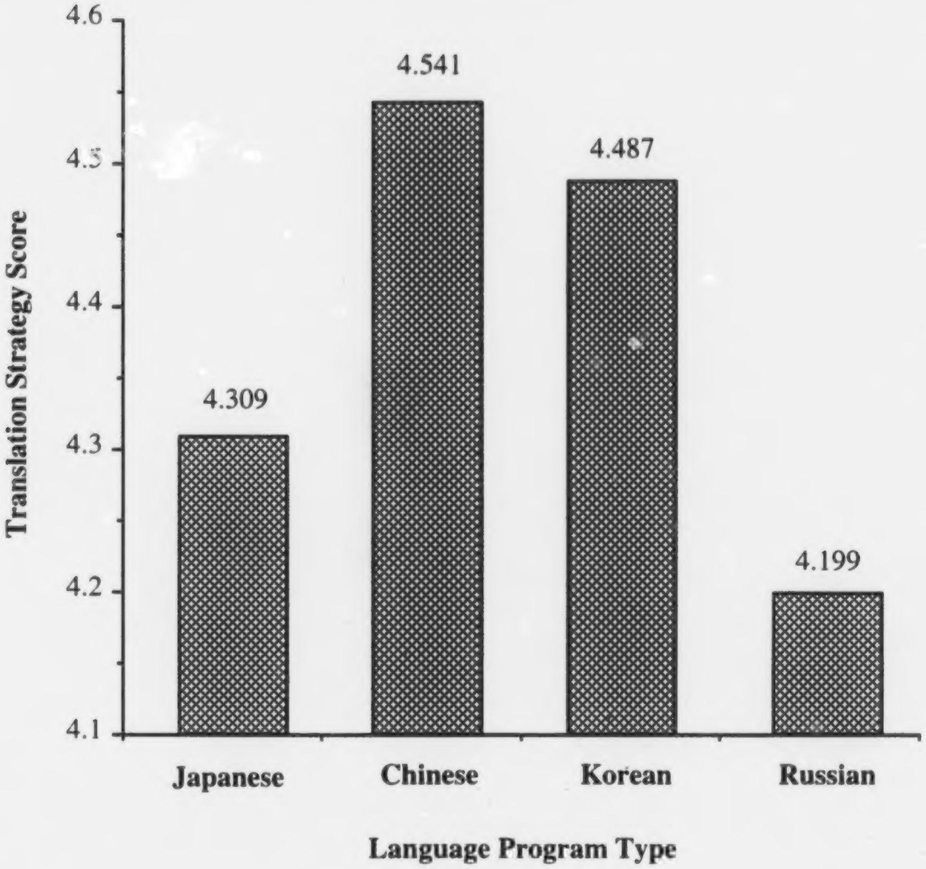
on Students' Learning Strategy of Outside Classroom Language Use



[Figure 18]

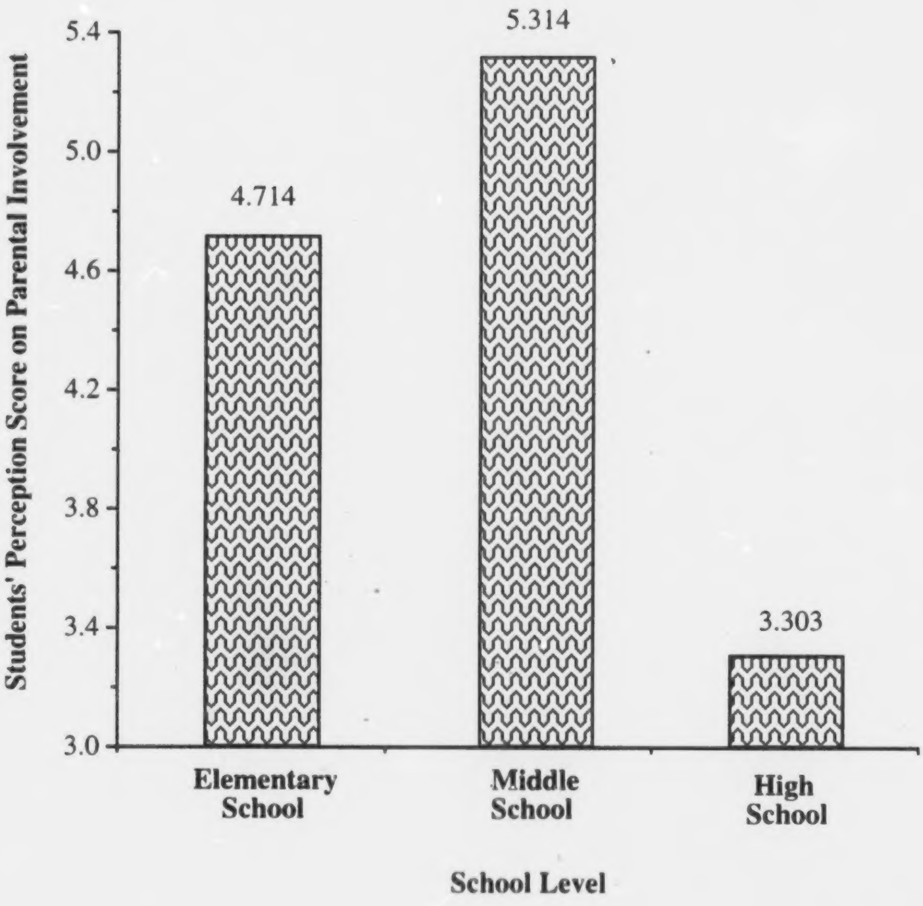
Language Program Type Difference

on Students' Learning Strategy of Translation



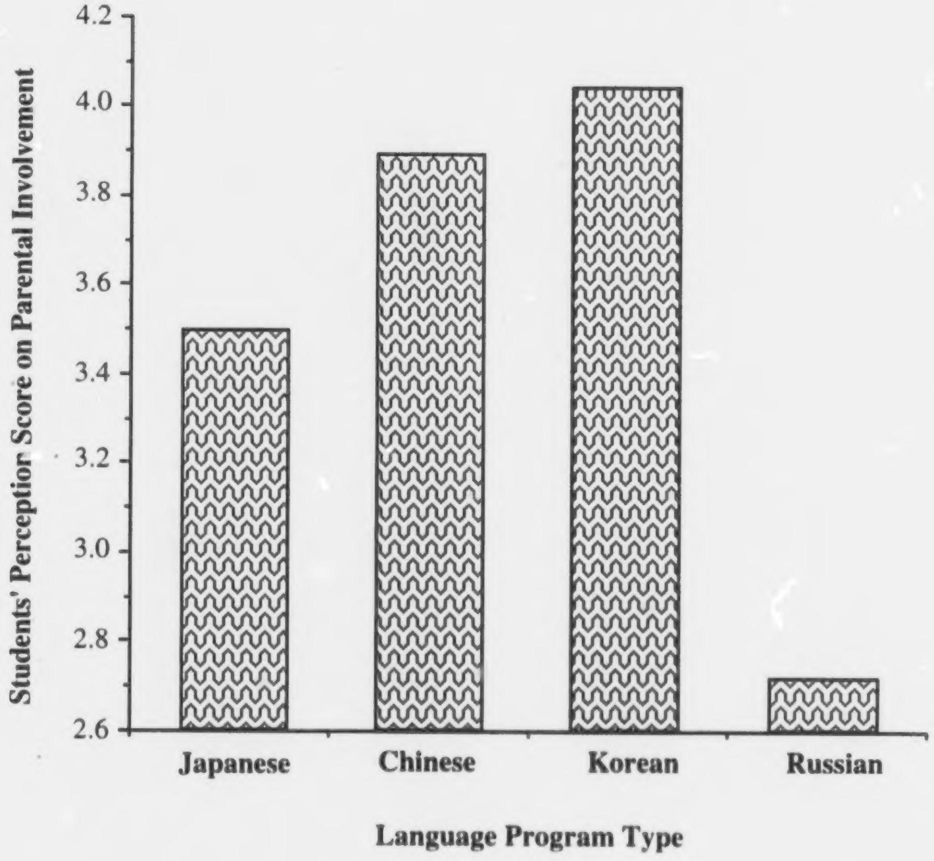
[Figure 19]

School Level Difference on Students' Perception of their Parents' Involvement in their Language Study



[Figure 20]

Language Program Type Difference on Students' Perception of their Parents' Involvement in their Language Study



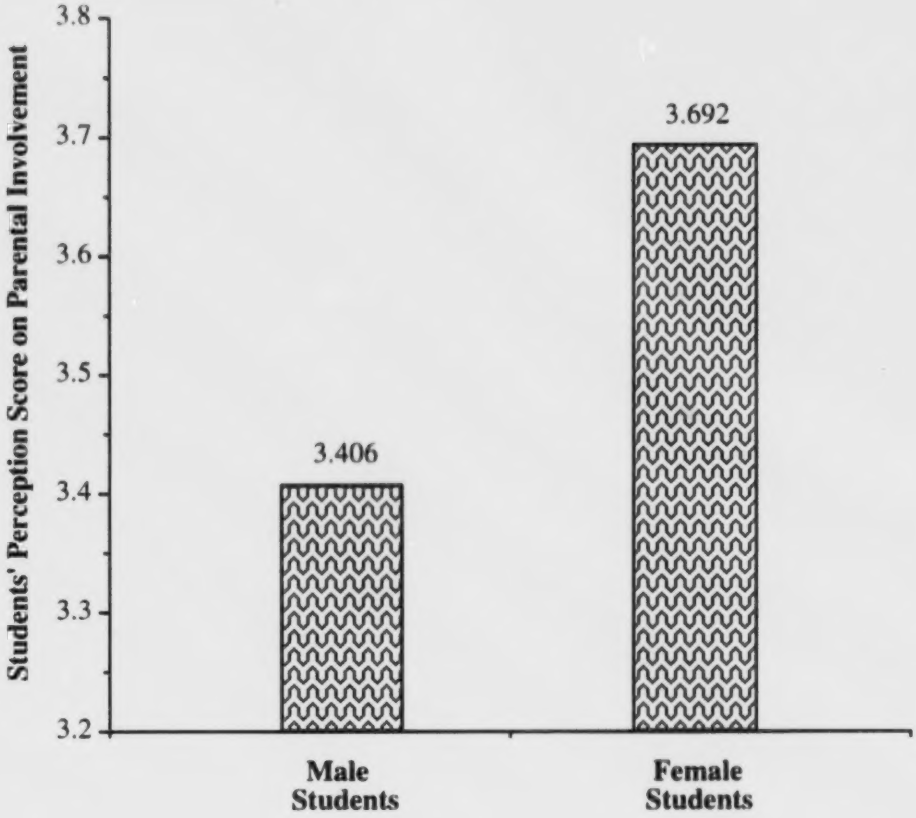
programs. The difference between students learning Japanese and Russian was also statistically significant, *p* < .0001. There was a significant gender difference on perception of parental involvement, F (1, 1199) = 9.616, *p* = .002 (see Figure 21). Female students (M = 3.692) indicated that their parents were much more involved in their language study than did male students (M = 3.406).

Parent Questionnaire

Attitudes toward foreign language learning. Parents' attitudes toward foreign language learning was significantly higher among parents of elementary (M = 5.265) and middle (M = 5.450) school language programs than parents of high school students (M = 5.013), F (2, 1563) = 22.942, *p* < .0001 (see Figure 22). There was also a significant difference of parents' attitudes toward foreign language learning by language program type, F (3, 1562) = 6.206, *p* < .0001. Figure 23 showed that parents of students learning Russian (M = 4.906) recorded significantly lower scores on attitudes toward foreign language learning than parents of students in the other three programs (mean scores were 5.131 for Japanese, 5.193 for Chinese, and 5.189 for Korean programs). Gender difference was also noted on parents' attitudes toward foreign language learning, F (1, 1520) = 8.268, *p* = .004 (see Figure 24). Mothers (M = 5.169) showed significantly more positive attitudes toward foreign language learning than did fathers (M = 5.052). Detailed analysis (two-way ANOVA for language program type and parents' gender) resulted in a significant gender difference only among parents of students learning Japanese. Results also revealed a difference in parents' attitudes depending on their ethnic heritage background, F (2, 1532) = 9.779, *p* < .0001. As noted in Figure 25, parents whose ethnic background was related to

[Figure 21]

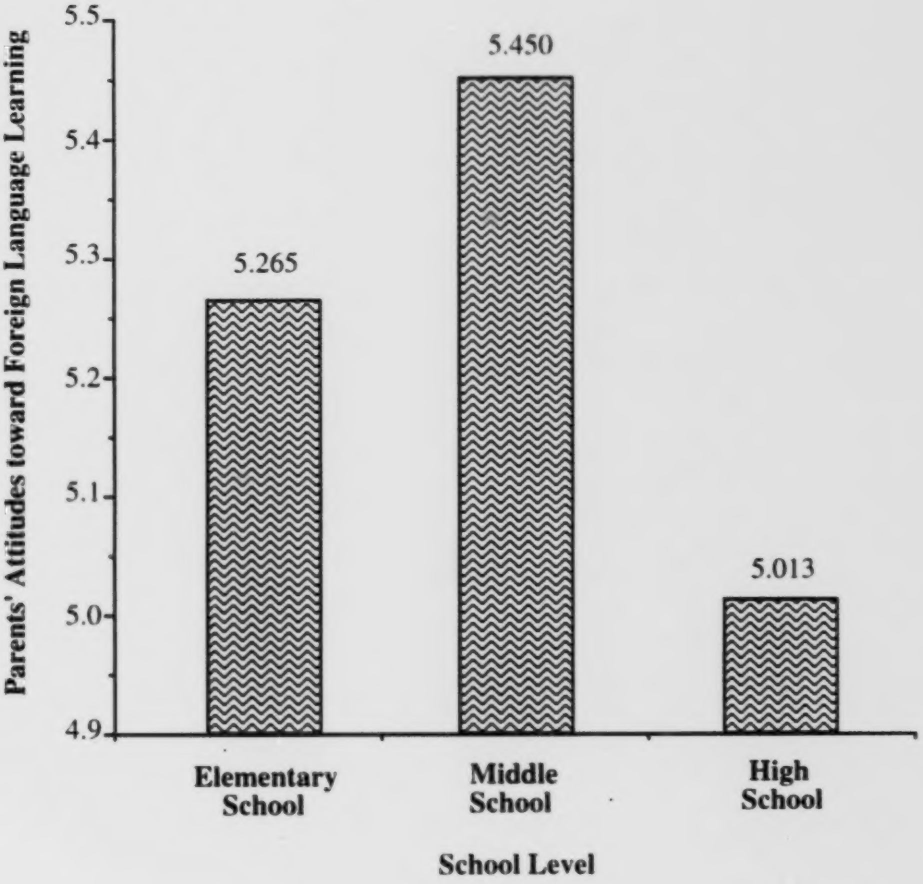
Gender Difference
on Students' Perception of their Parents' Involvement
in their Language Study



[Figure 22]

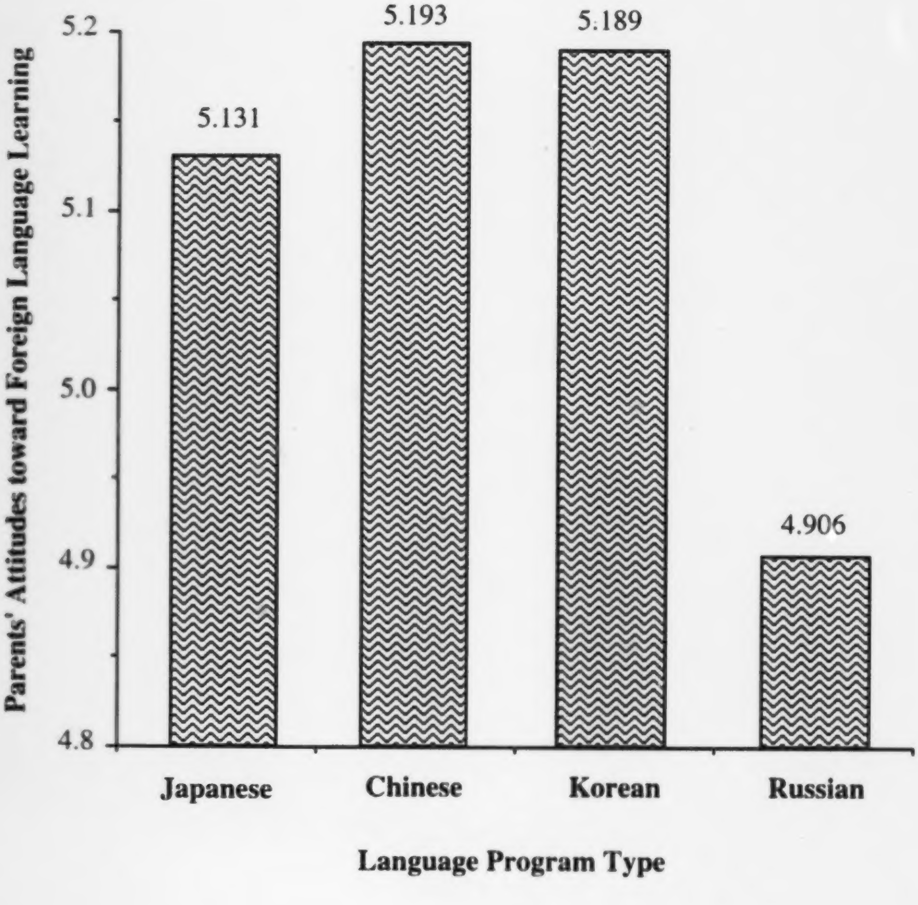
School Level Difference

on Parents' Attitudes toward Foreign Language Learning



[Figure 23]

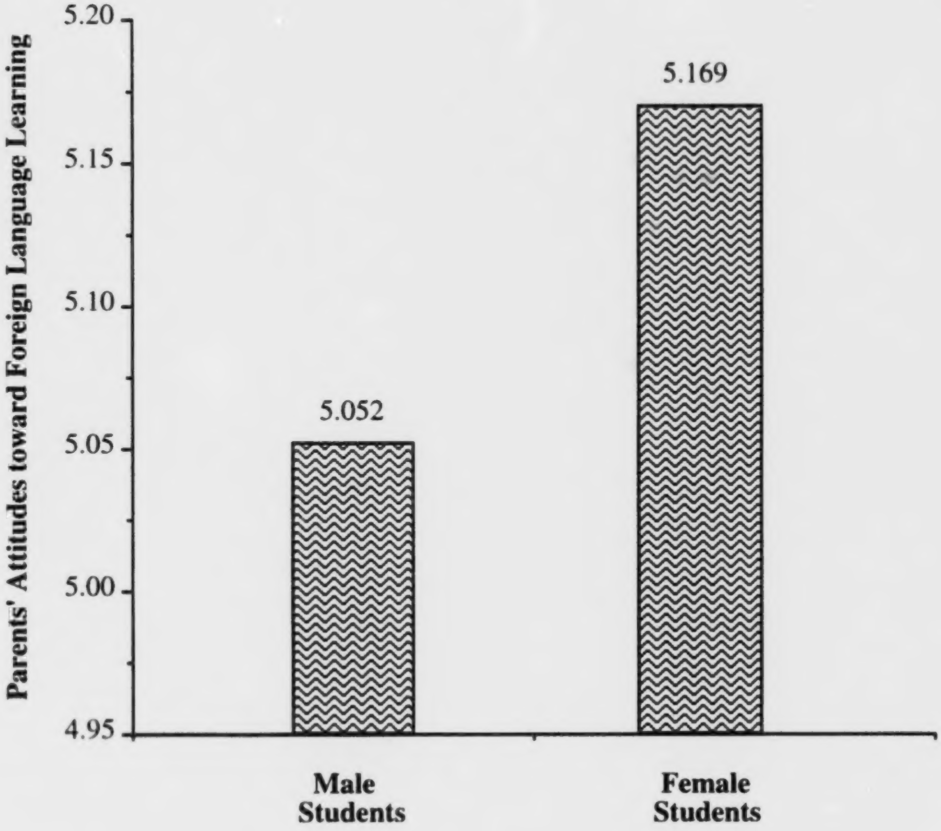
Language Program Type Difference on Parents' Attitudes toward Foreign Language Learning



[Figure 24]

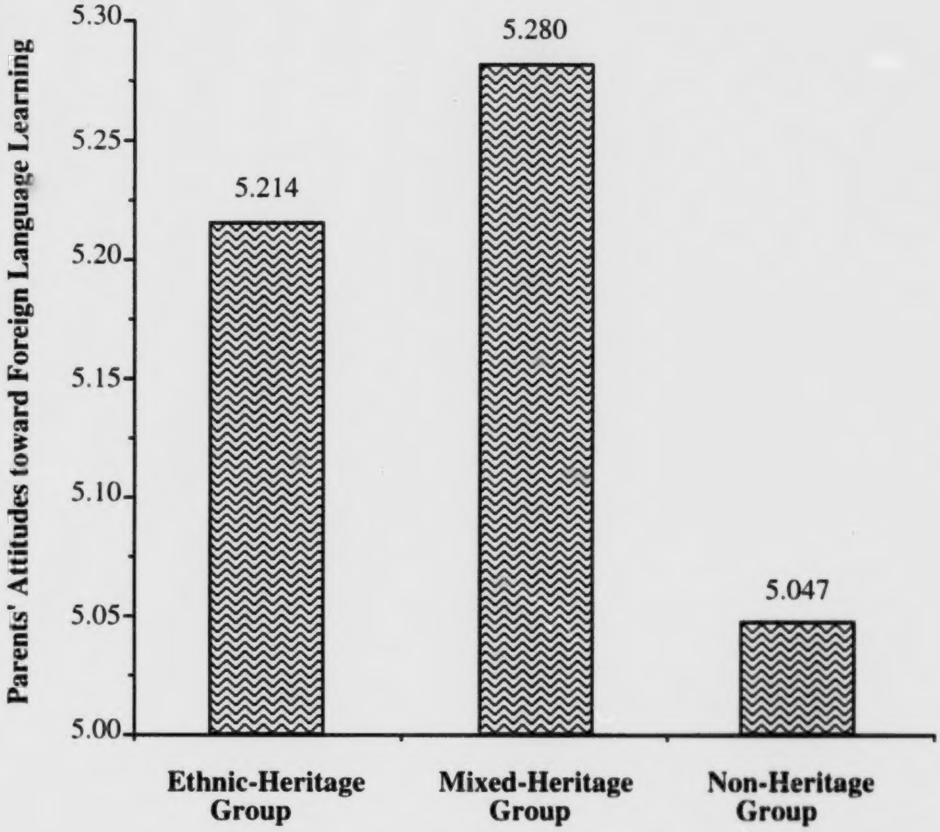
Gender Difference

on Parents' Attitudes toward Foreign Language Learning



[Figure 25]

Difference in Parents' Attitudes toward Foreign Language Learning by Their Ethnic Heritage Background



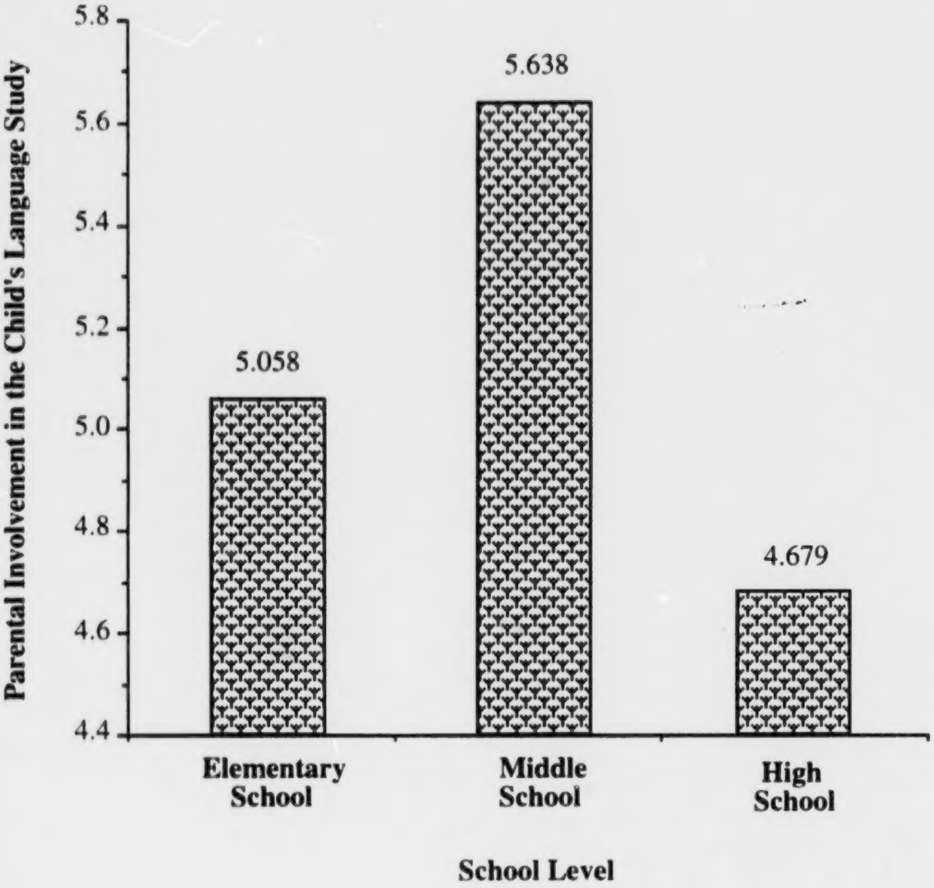
the language that their child was learning showed significantly higher attitudes toward foreign language learning (M = 5.214) than non-ethnic parents (M = 5.047).

Parents' involvement in language study. Regarding parents' reported involvement in their child's language study indicated that there was a significant difference by school level, F (2, 1563) = 32.919, *p* < .0001 (see Figure 26). Middle school parents showed the highest involvement in their child's foreign language study (M = 5.638), then elementary parents (M = 5.058), followed lastly by high school parents (M = 4.67). Paired comparisons of all language level combinations were significant. There was also a significant difference of parental involvement by language program type, F (3, 1562) = 62.762, *p* < .0001. As can be seen in Figure 27, parents of Russian language programs (M = 4.034) showed significantly lower scores on parental involvement than those of the other three programs and parents of both Chinese (M = 5.118) and Korean (M = 5.269) programs showed significantly higher parental involvement than did parents of students learning Japanese (M = 4.835). Regarding parental involvement, mothers (M = 4.881) generally reported higher involvement than fathers (M = 4.792), but the difference was not statistically significance. Parents' ethnic heritage was related significantly to the factor of parental involvement, F (2, 1531) = 73.194, *p* < .0001 (see Figure 28). Heritage language background parents (M = 5.179) and mixed parents (M = 5.106) were significantly more involved in their child's language study than were non-ethnic parents (M = 4.569).

[Figure 26]

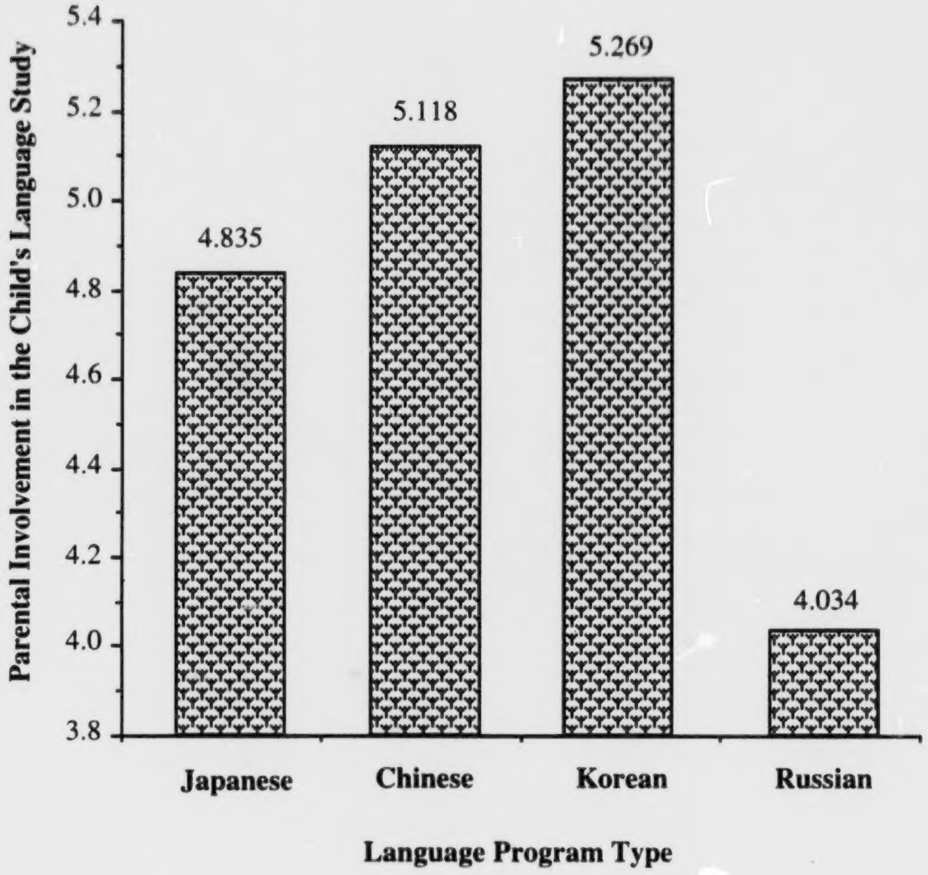
School Level Difference

on Parental Involvement in Their Child's Language Study



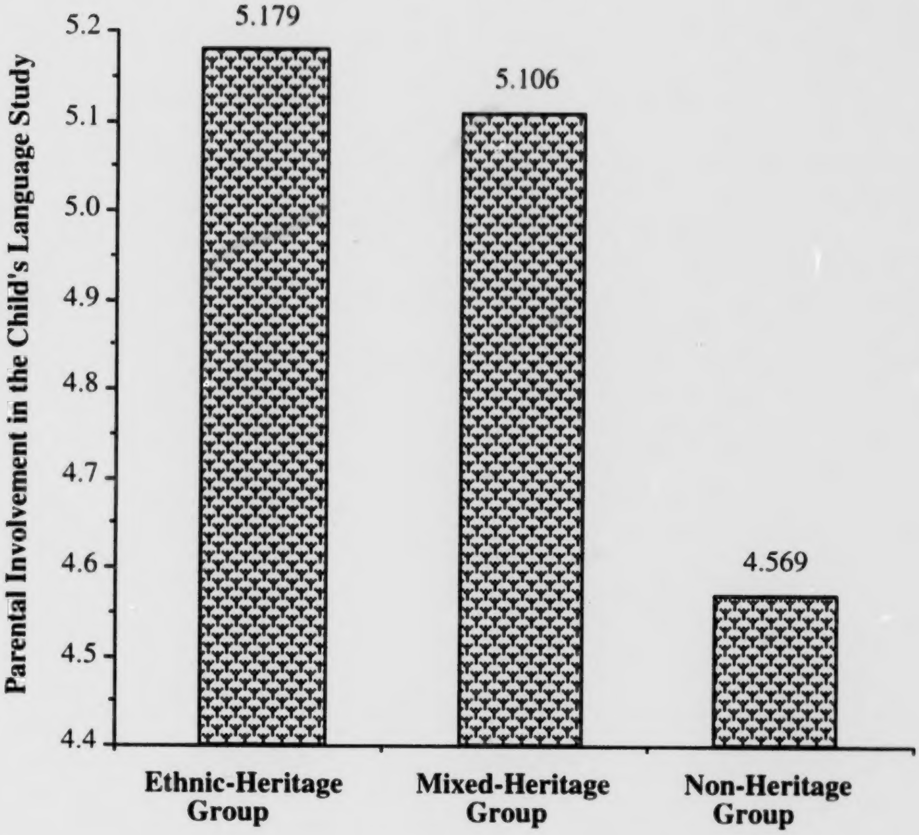
[Figure 27]

Language Program Type Difference on Parental Involvement in Their Child's Language Study



[Figure 28]

Difference in Parental Involvement in Their Child's Language Study by Parents' Ethnic Heritage Background



Elementary School Comparisons

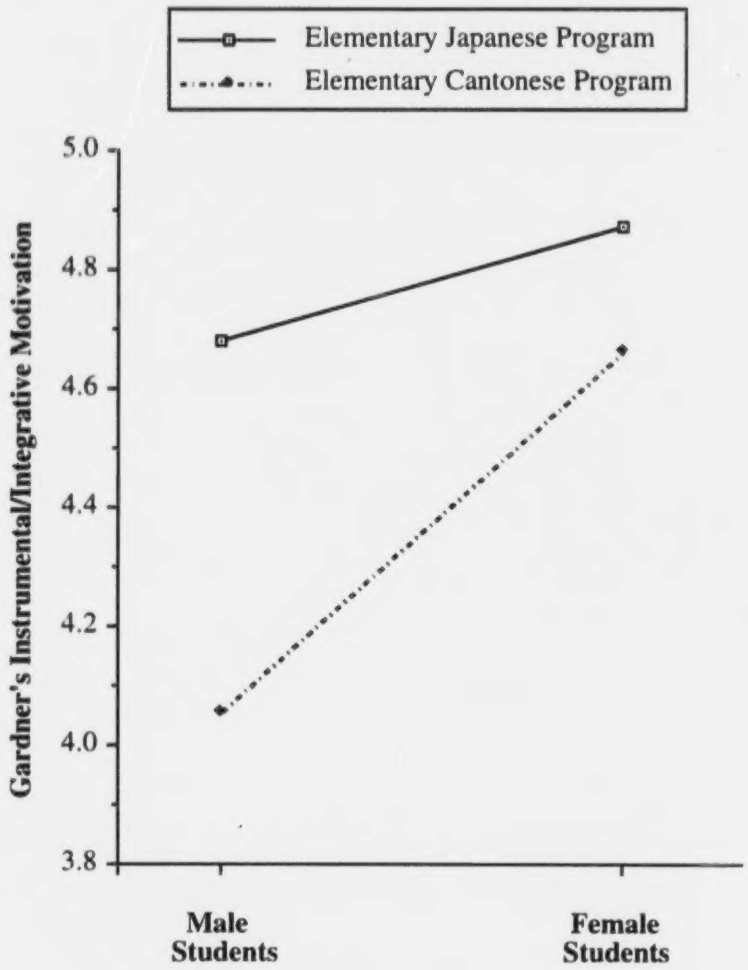
Student Questionnaire

Elementary school students who participated in the questionnaire survey were available for only two language programs, Japanese and Cantonese Chinese language programs. A total of 178 elementary school students responded to the student questionnaire survey among whom 111 students were from two Japanese language programs and 67 students were from one Cantonese program. There were 74 male and 102 female students and two did not report their gender. Among the elementary school respondents, 82 students answered that they were ethnically related to the language they were studying, 37 students reported as mixed-heritage, 54 were non-heritage related students, and five did not report their ethnic heritage information. Elementary school students' responses were analyzed by language program type, students' gender and ethnic heritage background information.

Instrumental/Integrative motivation. Language program type difference, F (1, 160) = 5.683, p =.018, and students' gender difference, F (1, 160) = 5.259, p = .023, were found to be statistically significant for instrumental/integrative motivation to study these less-commonly taught languages. Figure 29 showed that Japanese elementary school students (M = 4.777) had significantly higher motivation than students in the Cantonese program (M = 4.360) and female students in both Japanese and Cantonese programs (M = 4.769) consistently reported being more highly motivated than did male students in the same programs (M = 4.368). There was no ethnic heritage background difference in students' instrumental/integrative motivation to study these languages. Also no interaction effects between language program type, students' gender and ethnic heritage background were

[Figure 29]

Gender and Language Program Type Difference on Elementary School Students' Instrumental/Integrative Motivation



found.

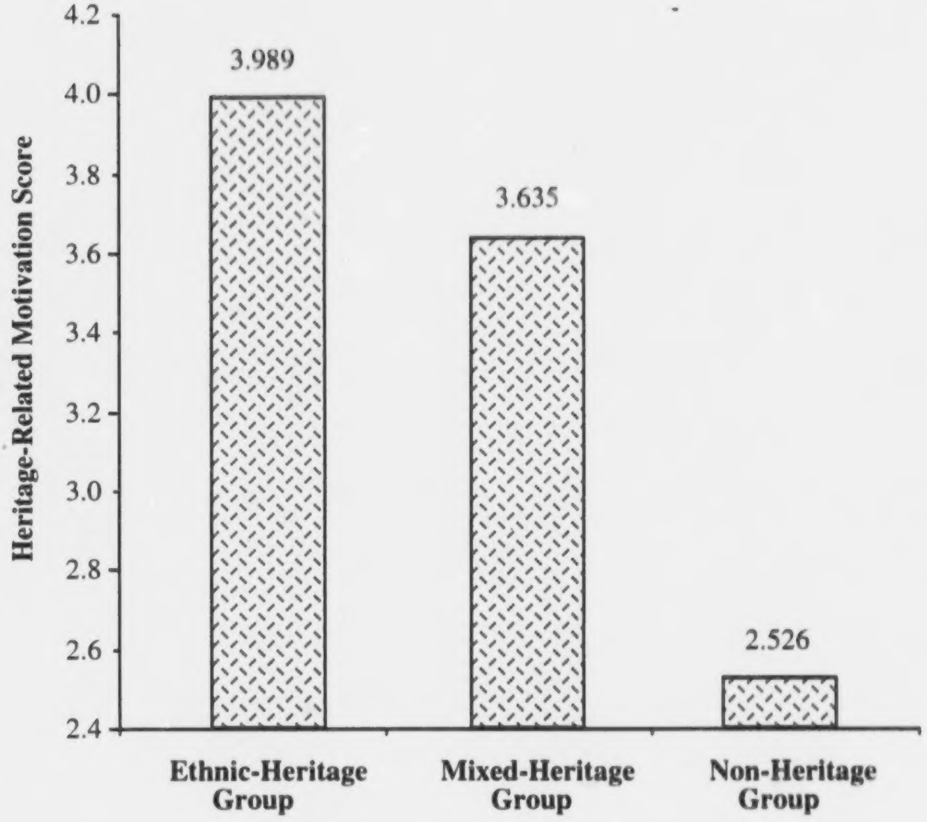
Heritage-related motivation. Interestingly, the factor of Heritage-related motivation to study Japanese or Cantonese among elementary school students did not result in a significant difference between students in either of these programs. Also there was no difference between males and females on this comparison. However, there was a significant difference in Heritage-related motivation between heritage background and non-heritage students, F (2, 160) = 18.579, *p* < .0001 (see Figure 30). Ethnic heritage background students (M = 3.989) and mixed heritage students (M = 3.635) were significantly more motivated by heritage language considerations than were non-heritage students (M = 2.526).

School-related motivation. When analyses of variance were computed on the School-related and Personal Interest-related motivation for elementary school students, no significant differences emerged for any of the main effects: language program type, students' gender and ethnic heritage background. Moreover, no significant interaction effects were found in these analyses. Apparently, only the dimension of ethnic heritage background was meaningful for the elementary level students in reasons for learning the target language.

Language learning strategies. Among the identified learning strategy clusters that students use to learn the target language, only one strategy cluster proved to be significant and only when ethnic heritage and non-ethnic heritage students were compared. In this analysis, it was found that ethnic heritage students were more likely to use the strategy of outside classroom language practice, F (2, 170) = 3.797, *p* = .024. Figure 31 showed that ethnic heritage background students (M = 4.370) reported a significantly higher level of outside classroom language use than did non-heritage students (M = 3.664), *p* = .018. The

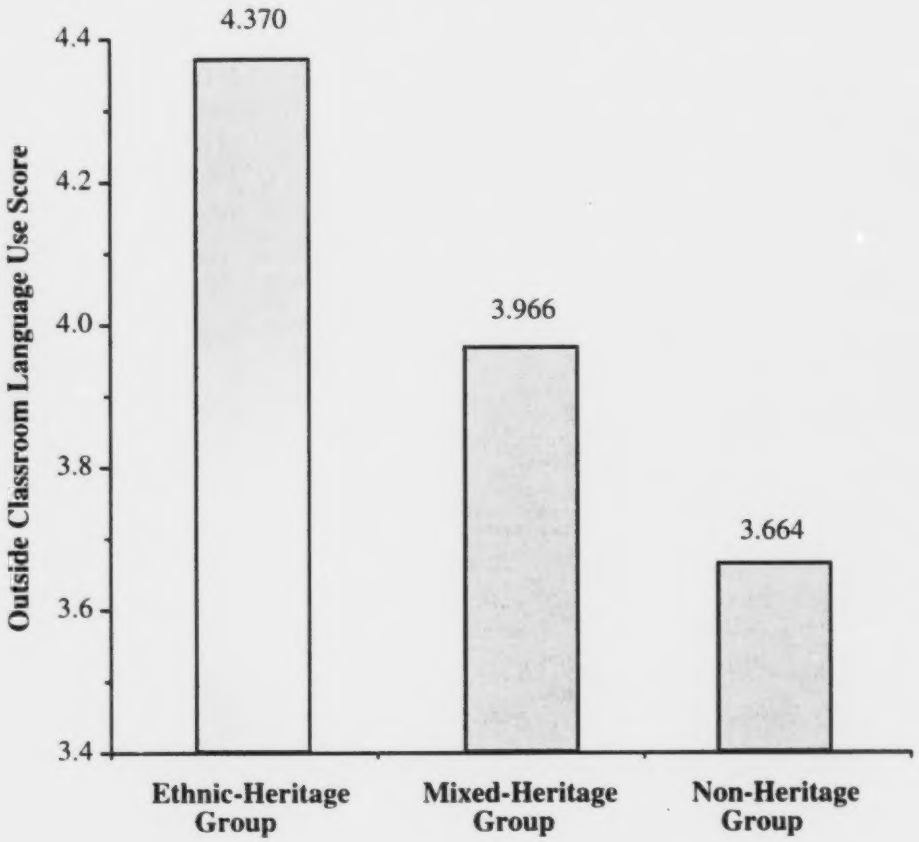
[Figure 30]

Elementary School Students' Heritage-Related Motivation by Their Ethnic Heritage Background



[Figure 31]

Elementary School Students' Learning Strategy of Outside Classroom Language Use by Their Ethnic Heritage Background



outside classroom language use, not surprisingly, was due to the fact that the ethnic heritage students had parents and/or relatives who could assist with the language acquisition process.

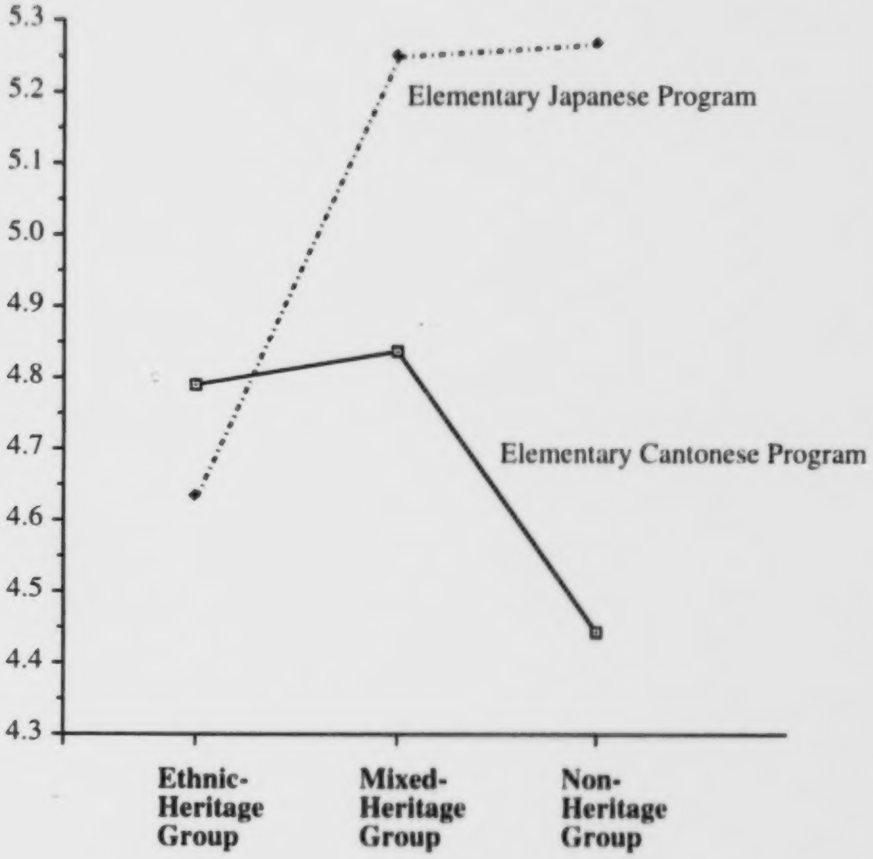
Parental involvement. Elementary school students' perception of their parents' involvement in their language study was analyzed by language program type, students' gender and ethnic heritage background information. There was no significant difference in students' perception on parental involvement between Japanese and Cantonese programs, nor between male and female students. Interestingly, there was not a difference between heritage background and non-heritage students on their perception on parental involvement. However, there was a significant interaction effect by language program type and ethnic background information, F (2, 160) = 3.099, p = .048 (see Figure 32). While ethnic background students in Japanese programs perceived much higher parental involvement in their language study than did non-ethnic students, non-ethnic students in the Cantonese program perceived much higher parental involvement than did the ethnic heritage students.

Parent Questionnaire

Compared to the small number of elementary school students (N = 178), a large number of parents at the elementary schools (N = 652) participated in the questionnaire survey. The reason of the difference in number of participants was that only students who were in the 4th grade or higher participated in the survey while all parents whose child was from Kindergarten to 12th grade participated. Among the total of 652 elementary school parents, 469 were from Japanese, 157 from Cantonese and 26 from Russian programs. There were 202 fathers and 436 mothers. Fourteen parents did not specify their gender. 363 parents were ethnic heritage parents, 23 were mixed-heritage and 251 were non-heritage

[Figure 32]

Interaction between Language Program and Students' Ethnic Background on Elementary School Students' Perception of their Parents' Involvement in their Language Study

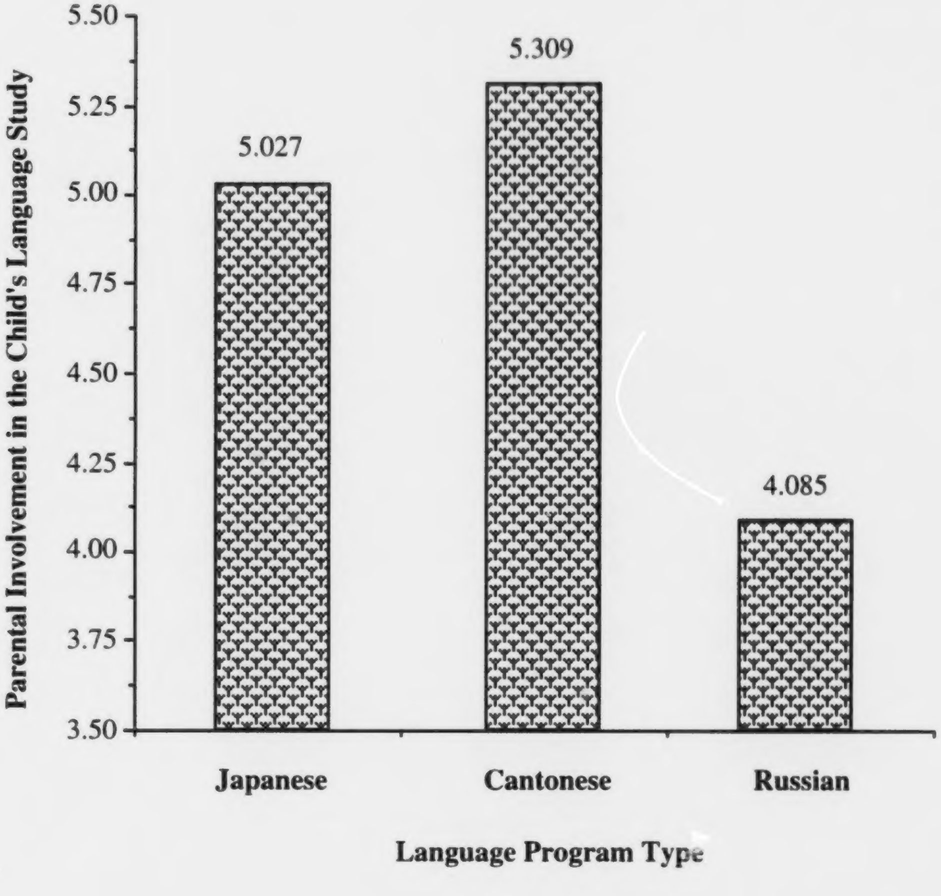


parents.

The information from parents of elementary school children who completed the attitudes toward foreign language learning and involvement was analyzed by language program type, parents' gender and ethnic heritage background. There was no significant difference for parents' attitudes toward foreign language learning by language program type, but there was a significant language program type difference on parental involvement, F (2, 646) = 26.124, *p* < .0001. As can be noted in Figure 33, parents of students in the Chinese programs (M = 5.309) showed the highest parental involvement, followed by parents of students in the Japanese programs (M = 5.027), while parents of students studying Russian (M = 4.085) recorded the lowest parental involvement. Paired comparisons between parents' scores in the various programs were all statistically significant at *p* < .001. However, there was no significant parent gender difference on either attitudes or involvement, indicating that mothers and fathers at the elementary school level had similar beliefs about learning a second language and involvement with their child's learn of a LCTL. Parents' ethnic heritage also influenced the extent of involvement in their children's language study, F (2, 633) = 6.271, *p* = .002 (see Figure 34). Ethnic heritage parents (M = 5.149) showed a significantly higher involvement in their child's language study than did non-heritage parents (M = 4.910). However, there was no difference on attitudes toward second language learning by parents' ethnic heritage, indicating that elementary school parents' attitudes toward foreign language learning was not influenced by their ethnic heritage.

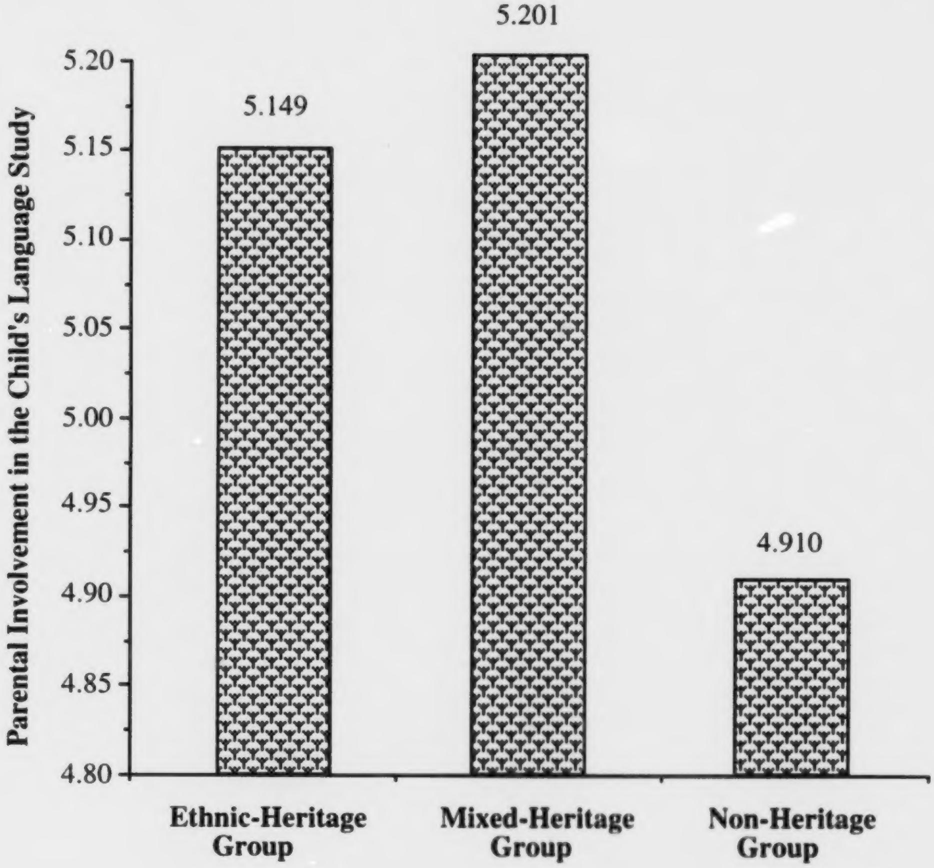
[Figure 33]

Language Program Type Difference on Parental Involvement in Their Child's Language Study at the Elementary Schools



[Figure 34]

Difference in Parental Involvement in Their Child's Language Study
at the Elementary Schools
by Parents' Ethnic Heritage Background



High School Comparisons

Student Questionnaire

High school students who participated in the questionnaire survey were available from all four language programs: Japanese, Mandarin Chinese, Korean and Russian. A total of 1,021 high school students responded to the student questionnaire survey among whom 555 students were from seven Japanese language programs, 102 students were from two Mandarin Chinese programs, 195 students from one Korean program and 169 students from four Russian programs. There were 568 male and 446 female students and 7 students did not report their gender. It was also found that 382 students reported that their ethnic background matched the language they were studying. Another 37 students came from mixed ethnic heritage families, with one parent from the language background. Finally, 689 students were non-heritage, meaning that their ethnicity did not match the language they were studying. Thirteen parents failed to report their ethnic background information. Table 15 summarizes the ethnic composition for each language program. High school students' responses were analyzed by language program type, students' gender and ethnic heritage background.

Instrumental/Integrative motivation. A significant language program type difference was obtained on the Instrumental/Integrative motivation to study the LCTLs, F (3, 1016) = 33.045, $p < .0001$. As can be noted in Figure 35, students in the Korean program (M = 4.712) had significantly higher Motivation than students in the other three language programs. On the other hand, students in Russian programs (M = 3.789) showed the least Motivation. Students in Japanese (M = 4.462) and Mandarin programs (M = 4.429) were similar in their motivation scores which differed significantly on paired comparison tests

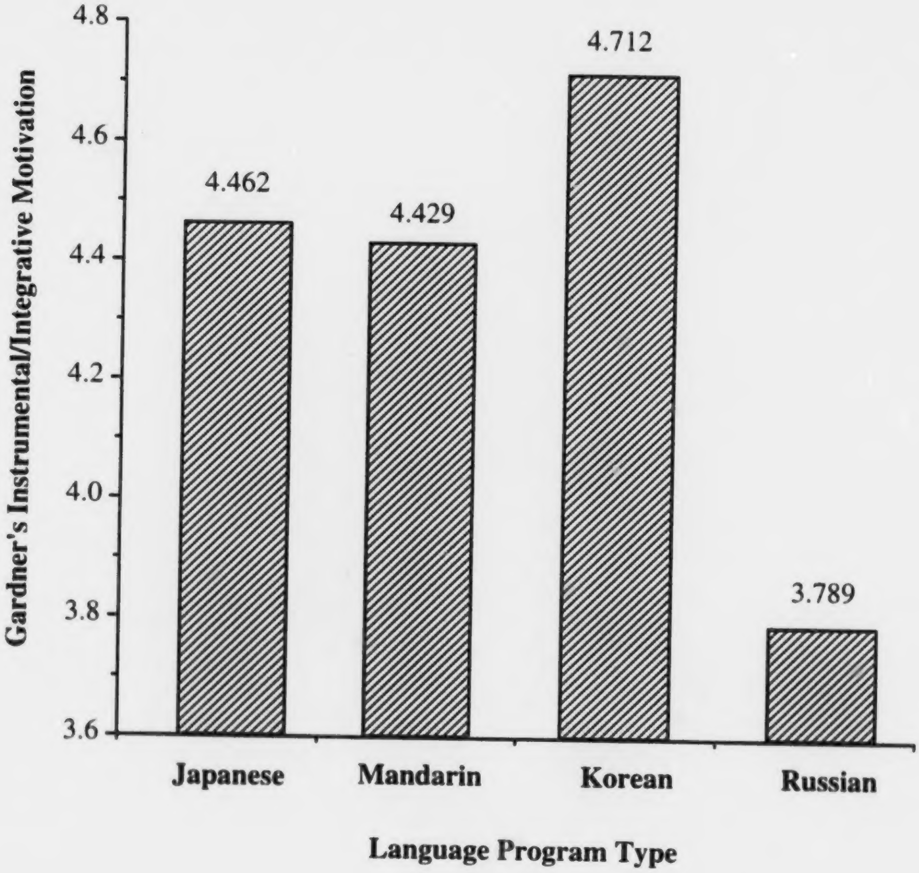
[Table 15]

Number of High School Students by Their Ethnic Heritage Language Background in Each Language Program

Ethnic Info.	# & %	Japanese	Chinese	Korean	Russian	TOTAL
Heritage	number	56	43	181	2	**282**
	percentage	10.09%	42.16%	92.82%	1.18%	**27.62**
Mixed	number	34	0	1	2	**37**
	percentage	6.13%	0%	0.51%	1.18%	**3.62%**
Non-heritage	number	454	59	13	163	**689**
	percentage	81.80%	57.84%	6.67%	96.46%	**67.48%**
no response	number	11	0	0	2	**13**
	percentage	1.98%	0%	0%	1.18%	**1.28%**
TOTAL		**555**	**102**	**195**	**169**	**1021**

[Figure 35]

Language Program Type Difference
on High School Students' Instrumental/Integrative Motivation

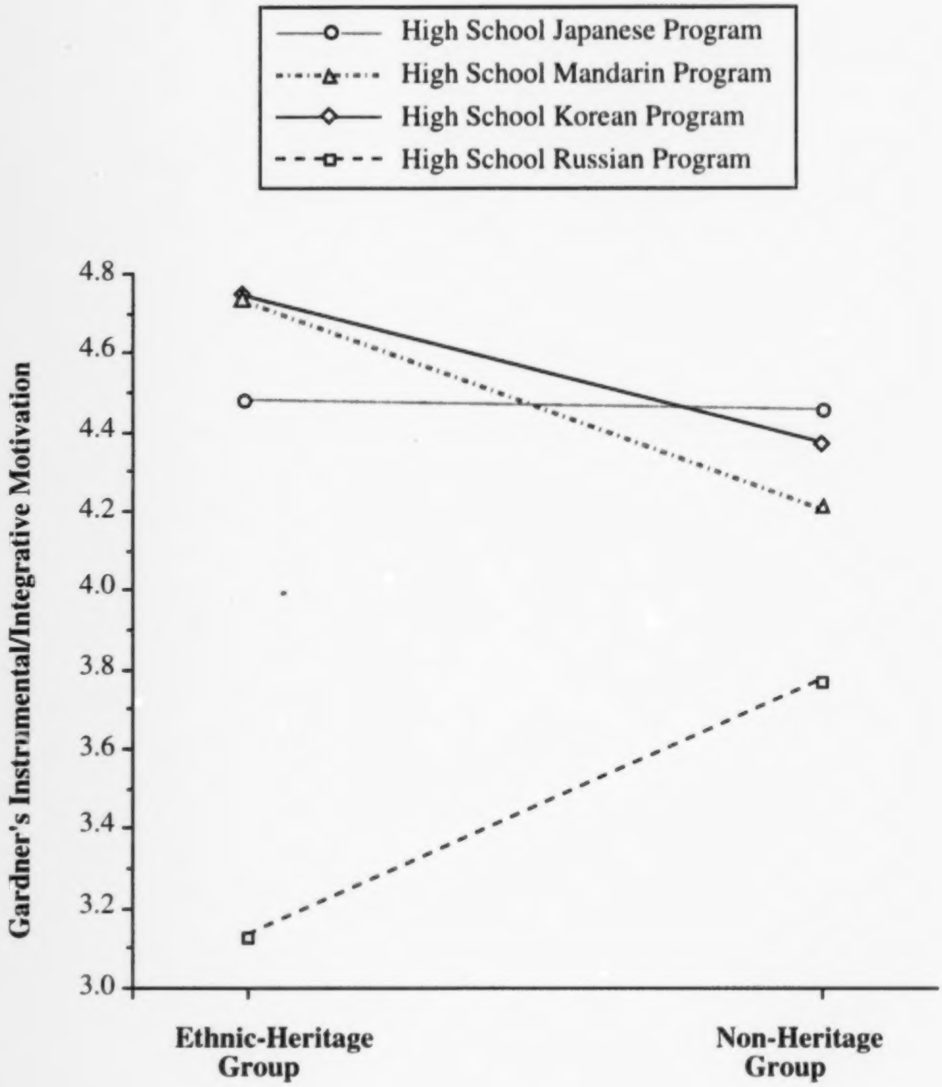


from students in the Russian programs, but were significantly lower than students in the Korean program. There were no gender nor ethnic heritage background differences in students' Instrumental/Integrative Motivation to study these languages among high school students. However, the interaction effect between language program type and ethnic heritage background, F (3, 963) = 2.362, *p* = .07, just missed being statistically significant. (For this analysis, the mixed-heritage group was deleted because of the small number of mixed-heritage participants in the Mandarin, Korean and Russian programs.) Figure 36 showed that the trend towards significance was due to the fact that ethnic heritage background was significant for the Mandarin Chinese program, F (1, 100) = 7.613, *p* = .007. In the Mandarin programs, ethnic heritage background students (M = 4.732) was significantly higher on Instrumental/Integrative motivation than were the non-ethnic students (M = 4.208), whereas there was no ethnic heritage background difference in any of the other programs. Although Figure 36 shows an apparent large difference between the ethnic heritage Russian students and their non-heritage counterparts, no test of significance was computed because there were 2 ethnic versus 163 non-heritage students.

Heritage-related motivation. Regarding heritage-related motivation to study the LCTLs among high school students, there was a significant difference by language program type, F (3, 1016) = 139.211, *p* < .0001; students' gender, F (1, 1011) = 8.010, *p* = .005; and ethnic heritage background information, F (2, 1005) = 565.856, *p* < .0001. As noted in Figure 37, high school students in the Korean program (M = 3.431) showed the highest heritage-related motivation, followed by students in Mandarin programs (M = 2.455), and then Japanese programs (M = 1.549). Students in Russian programs showed the lowest

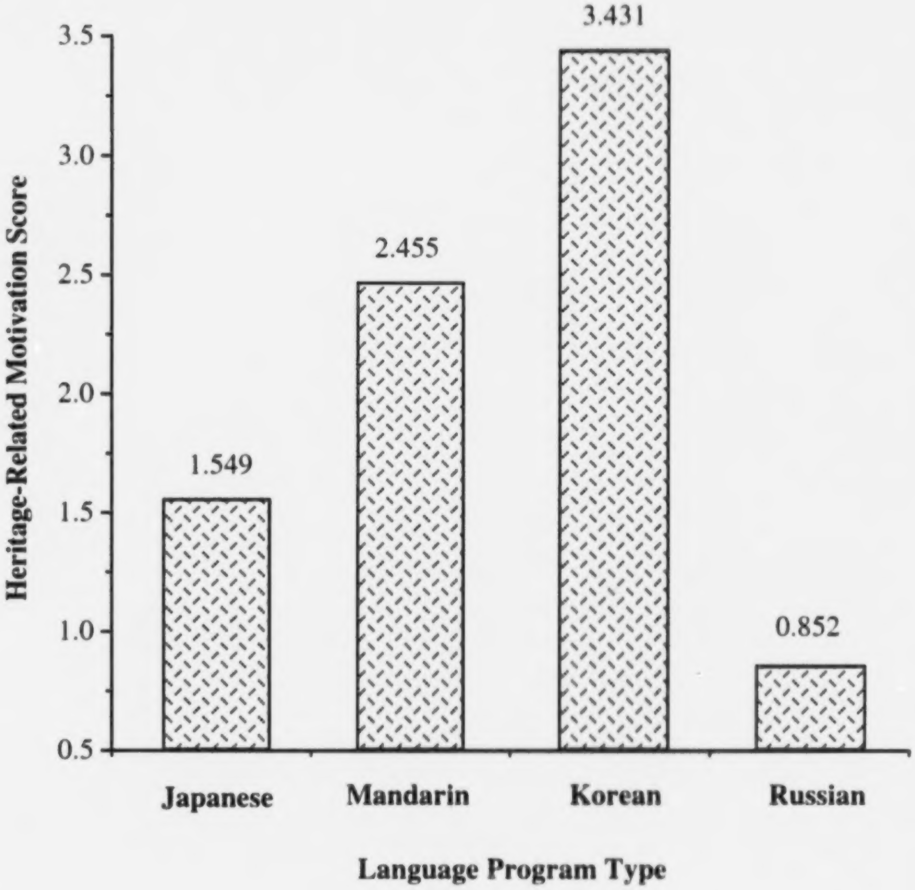
[Figure 36]

Interaction between Language Program Type and Ethnic Background on High School Students' Instrumental/Integrative Motivation



[Figure 37]

Language Program Type Difference
on High School Students' Heritage-Related Motivation



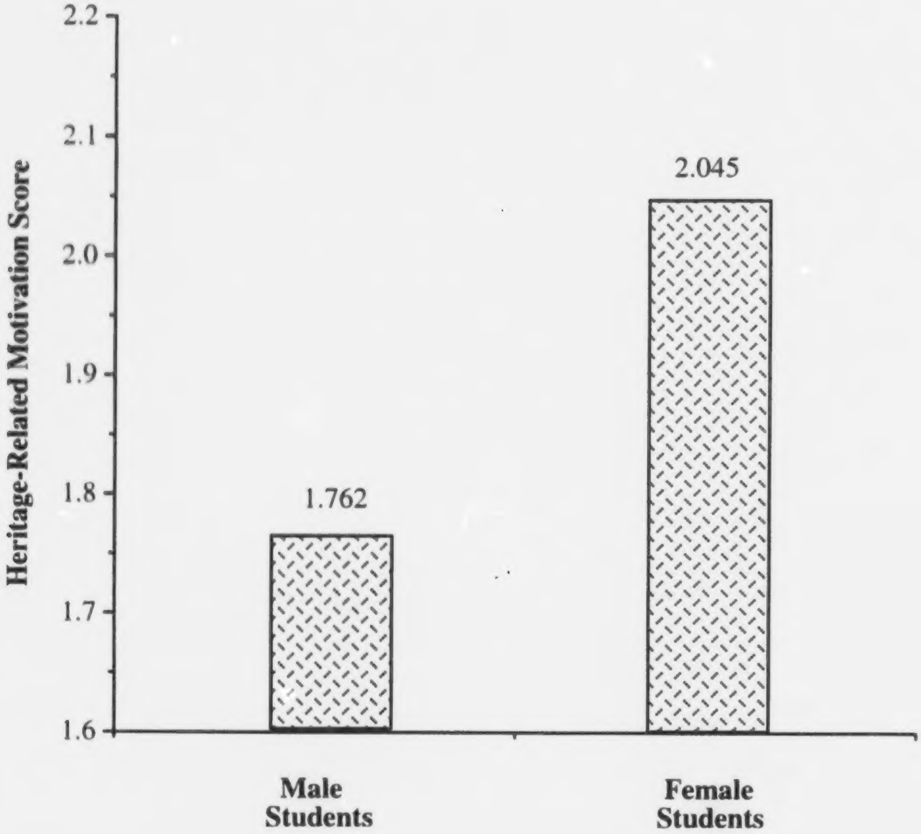
heritage-related motivation (M = 0.852). Paired comparison tests between any two language programs resulted in significance (*p* < .0001). Female high school students showed significantly higher heritage-related motivation (M = 2.045) than their male counterparts (M = 1.762) (see Figure 38). On the other hand, ethnic heritage background students (M = 3.622) and mixed heritage students (M = 3.249) always showed a significantly higher motivation than did non-heritage students (M = 1.105). This significant difference by students' ethnic heritage background was obtained in all four language programs and with both male and female students (see Figure 39).

School-related motivation. Turning to School-related motivation, analysis revealed a significant gender difference, F (1, 1010) = 10.462, *p* = .001. As can be seen in Figure 40, high school male students (M = 2.494) had a significantly higher scores on School-related motivation than female students (M = 2.138). However, this significant gender difference was mainly due to the Japanese language program since there was a significant gender difference in School-related motivation for students in Japanese programs, F (1, 550) = 11.541, *p* = .001, whereas there was no gender difference for the other three language programs. There was also a significant interaction effect between gender and language program type, F (3, 949) = 2.923, *p* = .033. As can also be seen in Figure 40, female students in the Mandarin program showed higher scores than did the male students. This pattern was not observed in the other three language programs. Another significant difference on the School-related motivation factor was the relationship to ethnic heritage background students, F (2, 1004) = 5.542, *p* = .004. Ethnic heritage students (M = 2.565) showed a significantly higher School-related motivation to study the target language than did

[Figure 38]

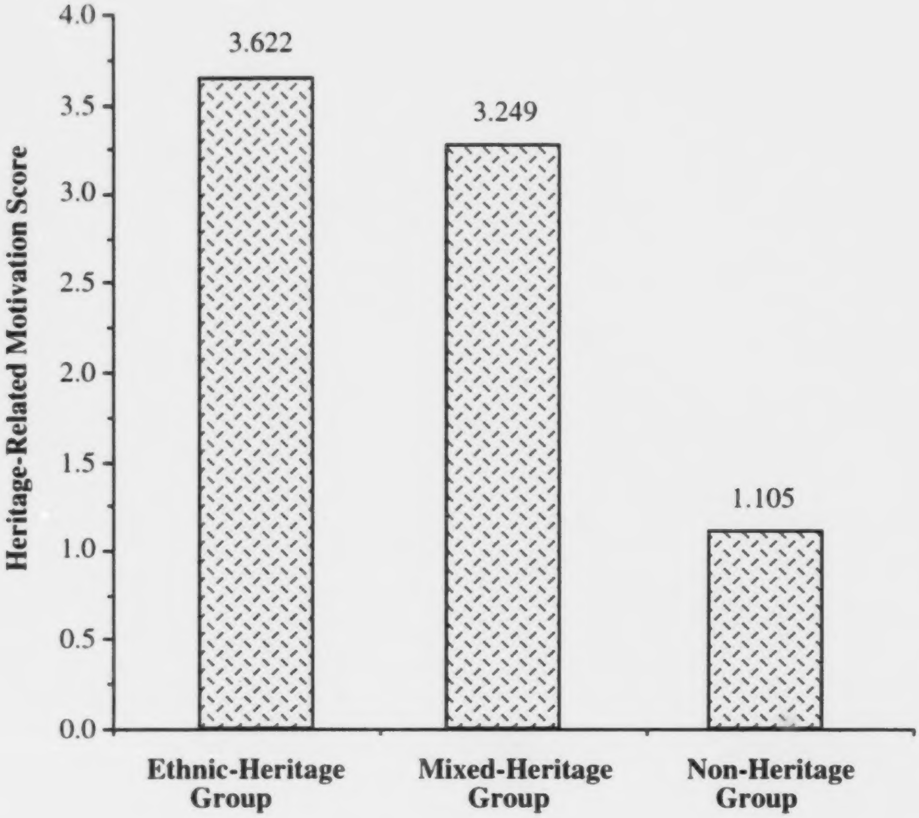
Gender Difference

on High School Students' Heritage-Related Motivation



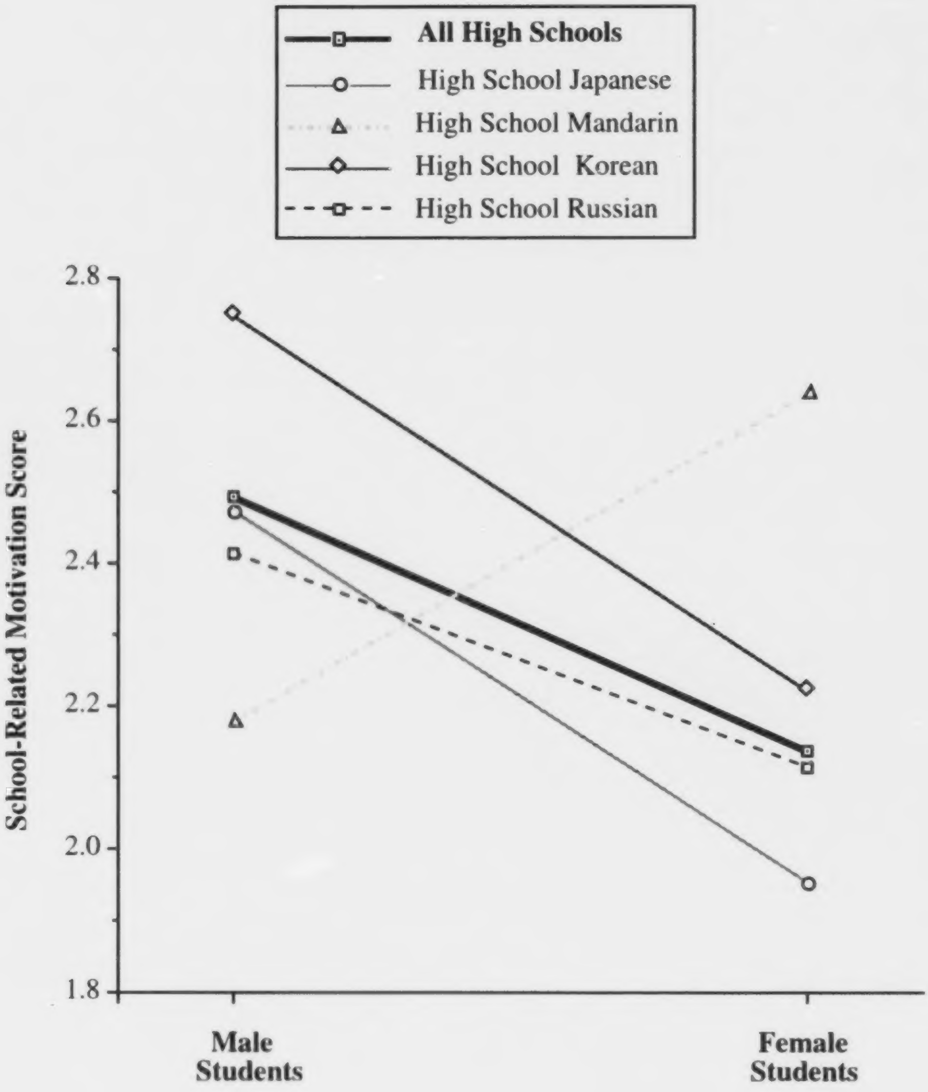
[Figure 39]

Difference in High School Students' Heritage-Related Motivation by Their Ethnic Heritage Background



[Figure 40]

Gender Difference and
Interaction Effect between Gender and Language Program Type
on High School Students' School-Related Motivation

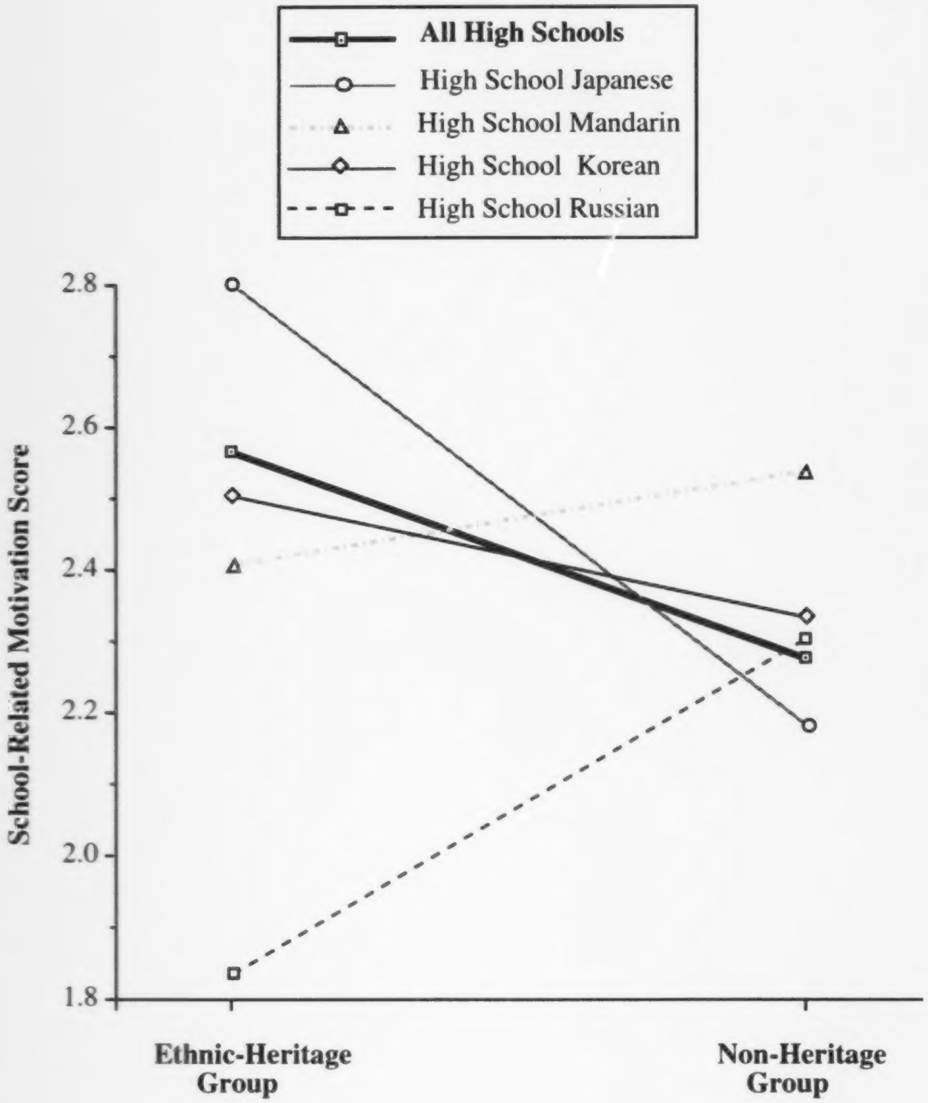


non-heritage (M = 2.278) or mixed heritage (M = 1.676) students. As can be seen in Figure 41, this finding was due to the Japanese program (dotted line) because there were no significant School-related motivation differences found in the other three language programs. (The mixed heritage group was not included in the Figure because there was a very small number of students in this group.)

Personal interest-related motivation. Unlike the heritage-related motivation, Personal Interest-related motivation to study the LCTLs gave somewhat different results. There was a significant language program type difference, F (3, 1016) = 22.186, *p* < .0001 (see Figure 42). Students in the Japanese language programs had the highest scores on Personal Interest (M = 3.867) when compared to students in the Korean (M = 3.544) and Russian (M = 3.002) programs. This means that students enrolled in Japanese programs chose to study Japanese because of personal interest considerations, rather than their heritage background. The mean motivation score of students in the Russian program was significantly lower (*p* < .01) than any other of the three language programs. Overall, a significant gender difference on the Personal Interest-related motivation, F (1, 1005) = 4.127, *p* =.042, was found with female students (M = 3.616) having significantly higher scores on Personal Interest than male students (M = 3.422). However, there was also a significant interaction effect between language program type and students' gender, F (3, 1005) = 3.170, *p* = .024 (see Figure 43). There was a different pattern of gender difference on the Personal Interest-related motivation scale. In the Japanese programs, male students had a higher motivation than female students, but in the other language programs, female students always had higher motivation scores than male students. No apparent reason

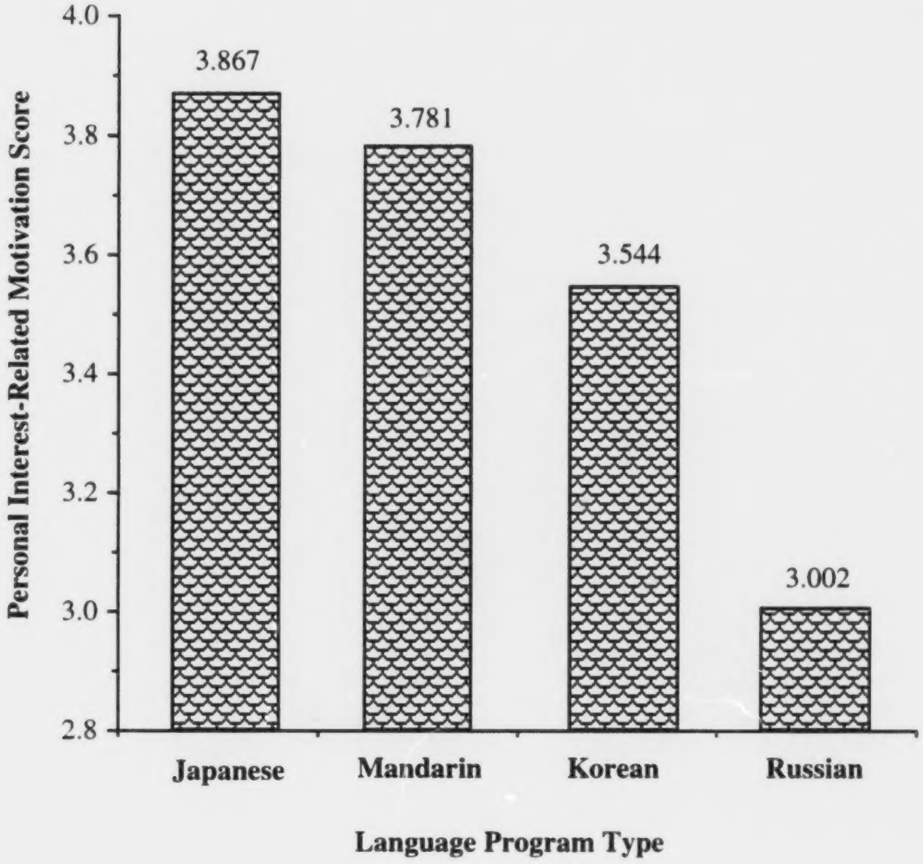
[Figure 41]

Language Program Type Difference
on High School Students' School-Related Motivation
by Ethnic Heritage Background



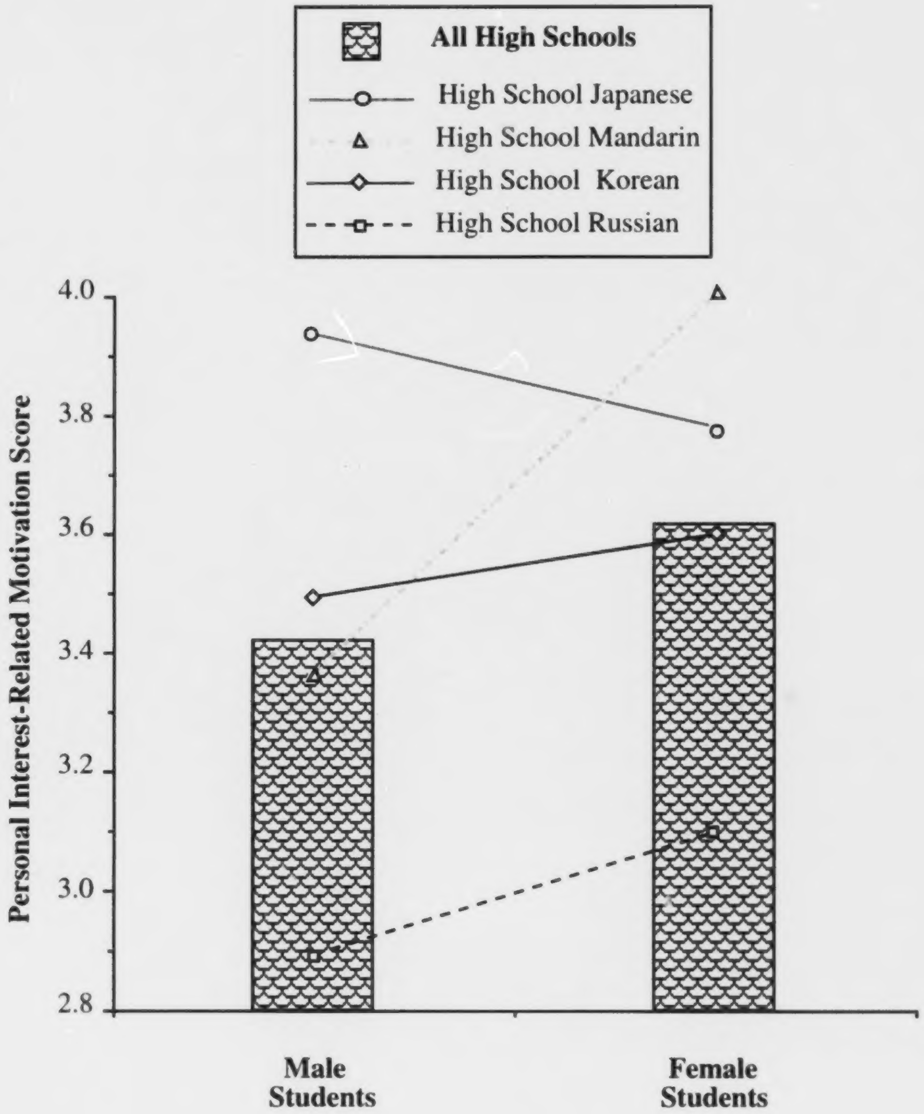
[Figure 42]

Language Program Type Difference on High School Students' Personal Interest-Related Motivation



[Figure 43]

Interaction Effect between Gender and Language Program Type on High School Students' Personal Interest-Related Motivation

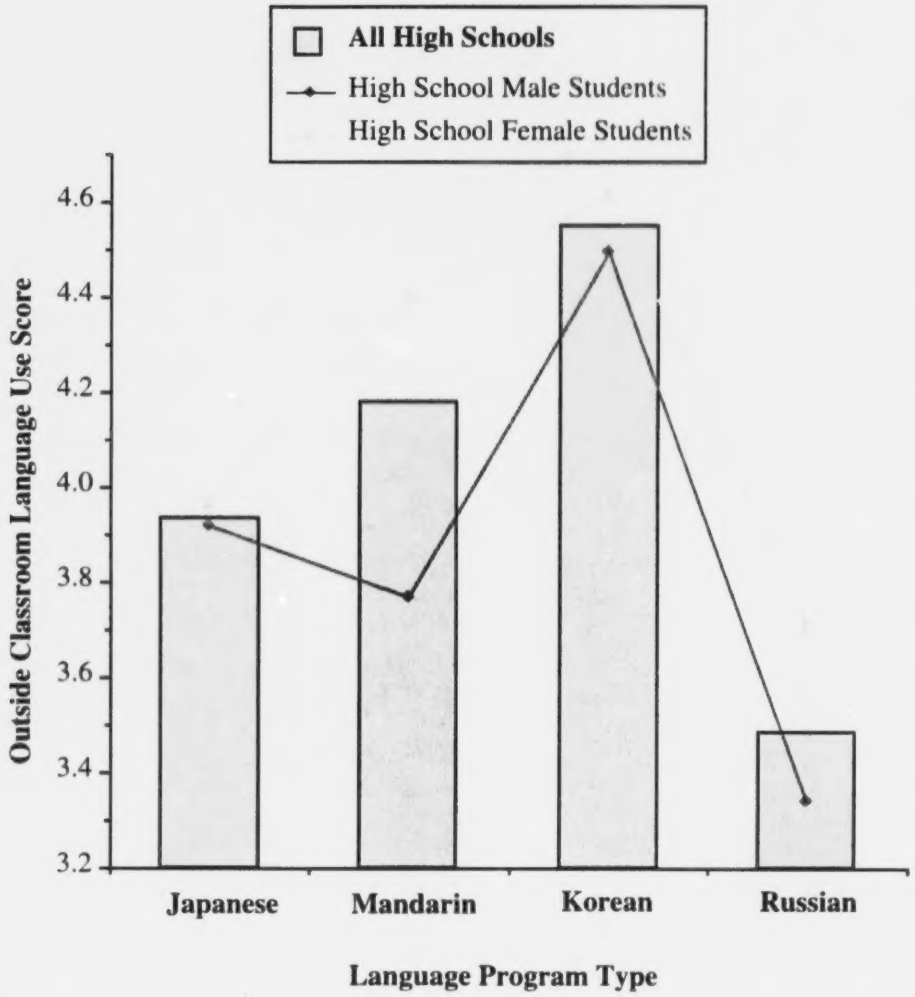


is obvious for the gender differences on Personal Interest between the various language programs.

Language learning strategies. In an examination of students' language learning strategies, there was no significant difference found for the first learning strategy (use of innovative classroom activities) and third strategy (translation) by language program type, students' gender and ethnic heritage background. However, there was a significant difference on the second learning strategy (outside classroom language use) by language program type, F (3, 1014) = 22.332, $p < .0001$; by students' gender, F (1, 1003) = 8.668, $p = .003$; and by ethnic heritage background, F (2, 1003) = 31.170, $p < .0001$. As noted in Figure 44, students in the Korean program (M = 4.555) had the highest level of outside classroom language use, which was significantly higher than students in Japanese (M = 3.936) and Russian (M = 3.483) and higher than Mandarin students (M = 4.184), but this difference was not significant. Students in the Russian programs showed the lowest level of outside classroom language use and paired comparisons showed that the Russian program differed significantly from the other three language programs, at $p < .0001$. Female students (M = 4.174) recorded a significantly higher level of outside classroom language use than did male students (M = 3.881) and this gender difference was found in all four language programs (see also Figure 44). The significant ethnic heritage background main effect was due to the significant difference between the ethnic heritage group (M = 4.505) and non-heritage group (M = 3.796). This difference is due most likely to the fact that ethnic heritage students have more opportunities to use the target language outside of the classroom than did non-heritage counterparts.

[Figure 44]

Language Program Type and Gender Difference on Learning Strategy of Outside Classroom Language Use for High School Students



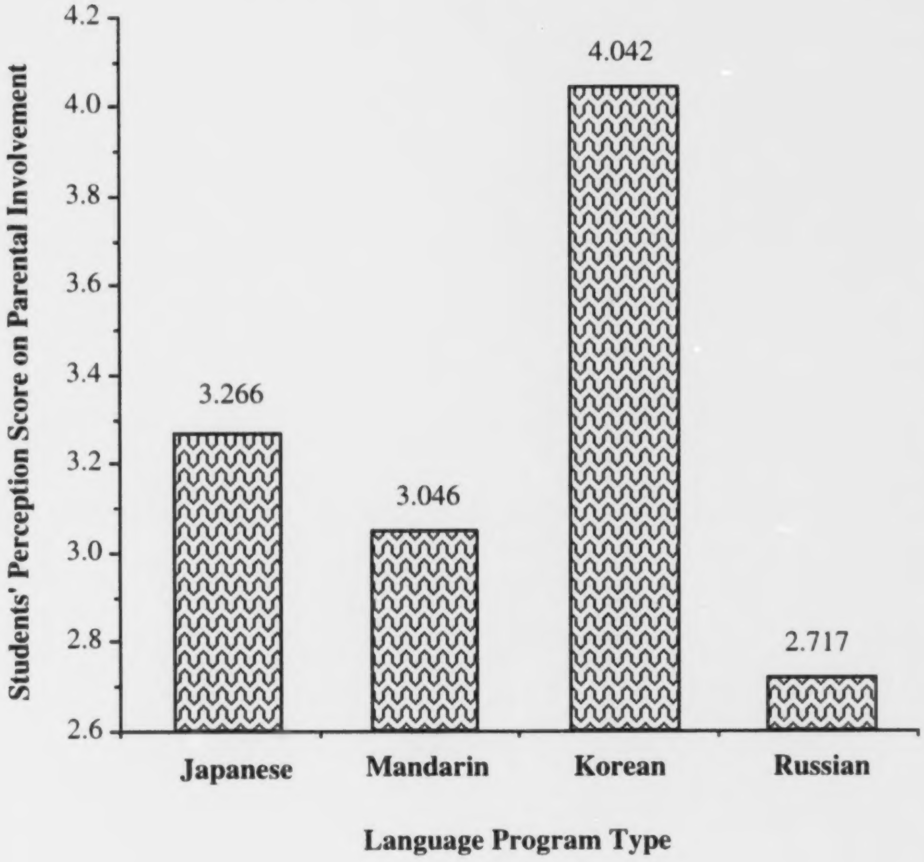
Parental involvement. High school students' perception of their parents' involvement in their language study was significantly different by language program type, F (3, 1011) = 24.188, $p < .0001$ (see Figure 45). Students in the Korean program saw their parents as more involved (M = 4.042) than did students in the other three programs (M = 3.266 for Japanese programs, M = 3.046 for Chinese programs, and M = 2.717 for Russian programs). Paired comparisons showed that Korean language program students' perception of their parents' involvement in their language study was significantly higher than the other three groups. The difference between Japanese and Russian language students was also significant. There was also a significant difference on students' perception of parental involvement by their ethnic heritage background, F (2, 1000) = 43.165, $p < .0001$ (see Figure 46). Both ethnic heritage background (M = 3.964) and mixed heritage (M = 3.836) students reported that their parents were more involved in their language study than non-heritage students (M = 2.993) and this difference was statistically significant. Female students (M = 3.403) also reported higher parental involvement in their language study than did male students (M = 3.222), but the difference was not statistically significant.

Parent Questionnaire

Parents whose child was enrolled in one of the FLAAP-funded less-commonly taught language programs participated in the questionnaire survey. A total of 906 high school parents completed the questionnaire. 460 parents were from Japanese language programs, 81 from Mandarin, 211 from Korean and 154 from Russian programs. There were 339 fathers and 529 mothers, but 38 did not report their gender. Among parent respondents, 288 were ethnic heritage parents, 6 were mixed and 586 were non-ethnic parents, but 26 did not

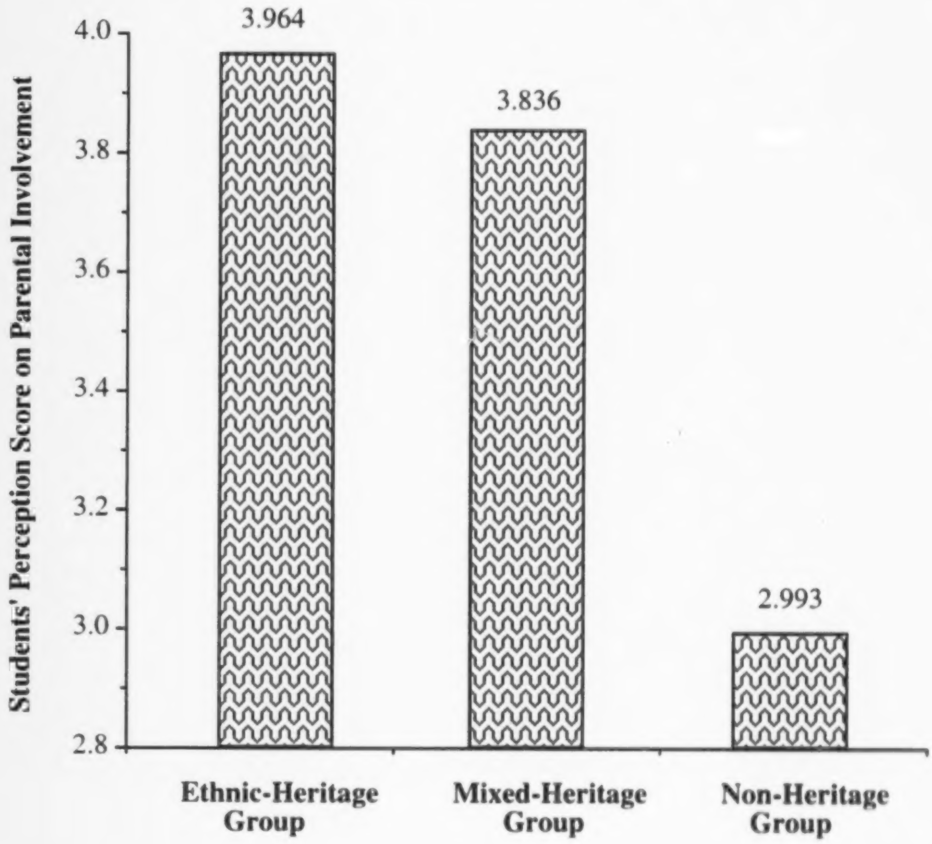
[Figure 45]

Program Type Difference on High School Students' Perception of their Parents' Involvement in their Language Study



[Figure 46]

Difference in High School Students' Perception of their Parents' Involvement in their Language Study by Ethnic Heritage Background



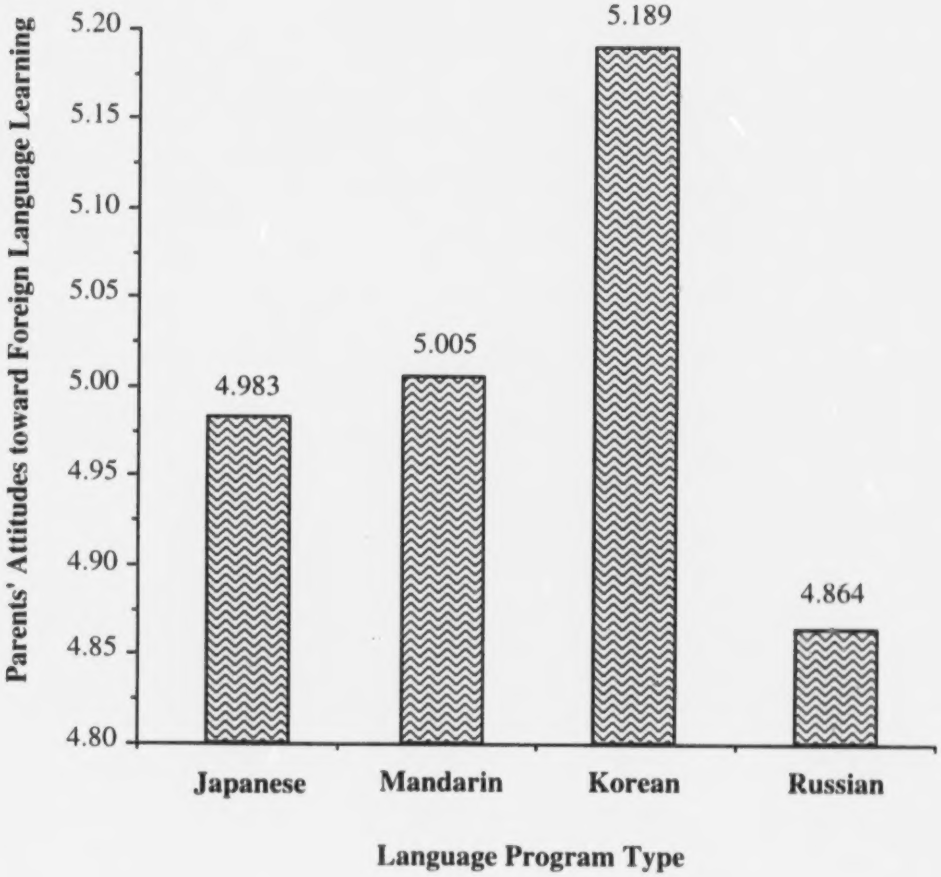
specify their ethnic background. Analyses for parents' attitudes toward foreign language learning and parental involvement were carried out for high school language program type, parents' gender and ethnic heritage background.

Parents' attitudes toward foreign language learning. There was a significant difference on parents' attitudes by language program type, F (3, 893) = 5.216, *p* = .001 (see Figure 47). Parents of students in the Korean language program (M = 5.189) showed the most positive attitudes toward foreign language learning, which was followed by parents of students in Mandarin (M = 5.005), Japanese (M = 4.983) and Russian (M = 4.864) programs. Paired comparisons indicated that parents of students in the Korean program were significantly higher on attitudes than parents in Japanese and Russian programs. Parents' attitudes were also significantly different between male and female parents, F (1, 864) = 8.917, *p* =.003, with mothers (M = 5.081) showing more positive attitudes than fathers (M = 4.912). There was no interaction effect between language program type and parents' gender. Parents' ethnic heritage background significantly influenced parents' attitudes toward foreign language learning, F (2, 876) = 9.716, *p* < .0001 (see Figure 48). Ethnic heritage parents (M = 5.187) showed significantly more positive attitudes than non-ethnic parents (M = 4.933).

Parents' involvement in language study. Parental involvement in their child's language study was significantly different by language program type, F (3, 894) = 43.695, *p* < .0001, with the highest level of parental involvement for parents of students in the Korean program (M = 5.269) and the lowest level of involvement for parents of students in Russian programs (M = 4.025) (see Figure 49). Involvement level of parents in the Japanese (M =

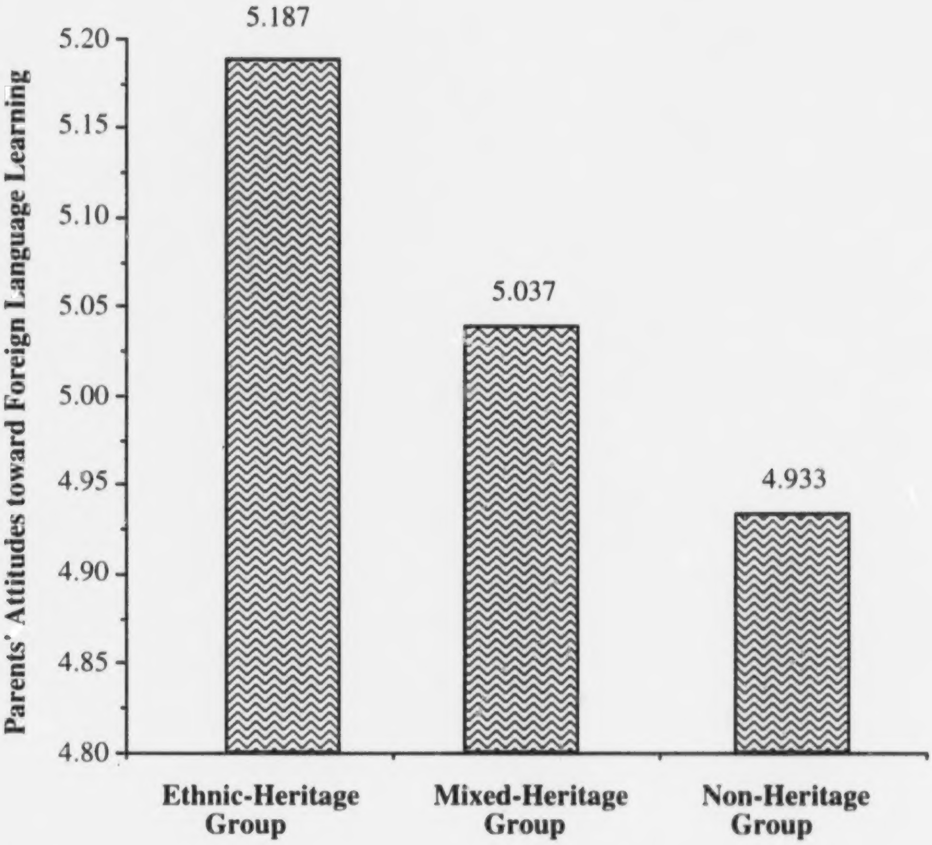
[Figure 47]

Language Program Type Difference
on Parents' Attitudes toward Foreign Language Learning



[Figure 48]

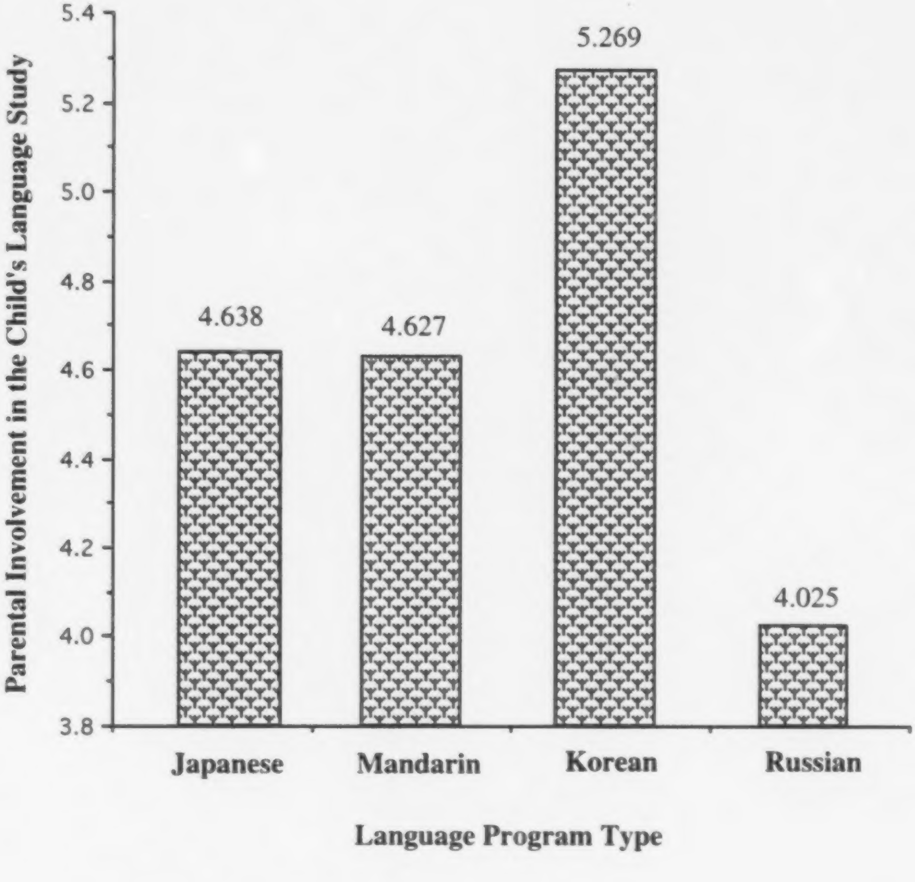
Difference in Parents' Attitudes toward Foreign Language Learning by Their Ethnic Heritage Background



[Figure 49]

Language Program Type Difference

on Parental Involvement in Their Child's Language Study



4.638) and Mandarin (M = 4.627) was similar, but significantly higher ($p < .0001$) than that of Russian parents and significantly lower than that of Korean parents ($p < .0001$). There was no significant gender difference in parental involvement, but parents' ethnic heritage influenced the level of parental involvement, F (2, 876) = 51.040, $p < .0001$ (see Figure 50). Ethnic heritage-related parents (M = 5.186) reported that they were significantly more involved in their child's language study than did non-heritage parents (M = 4.423). Involvement level of mixed-heritage parents (M = 4.741) fell midway between the other two parent groups, but there were no statistically significant differences.

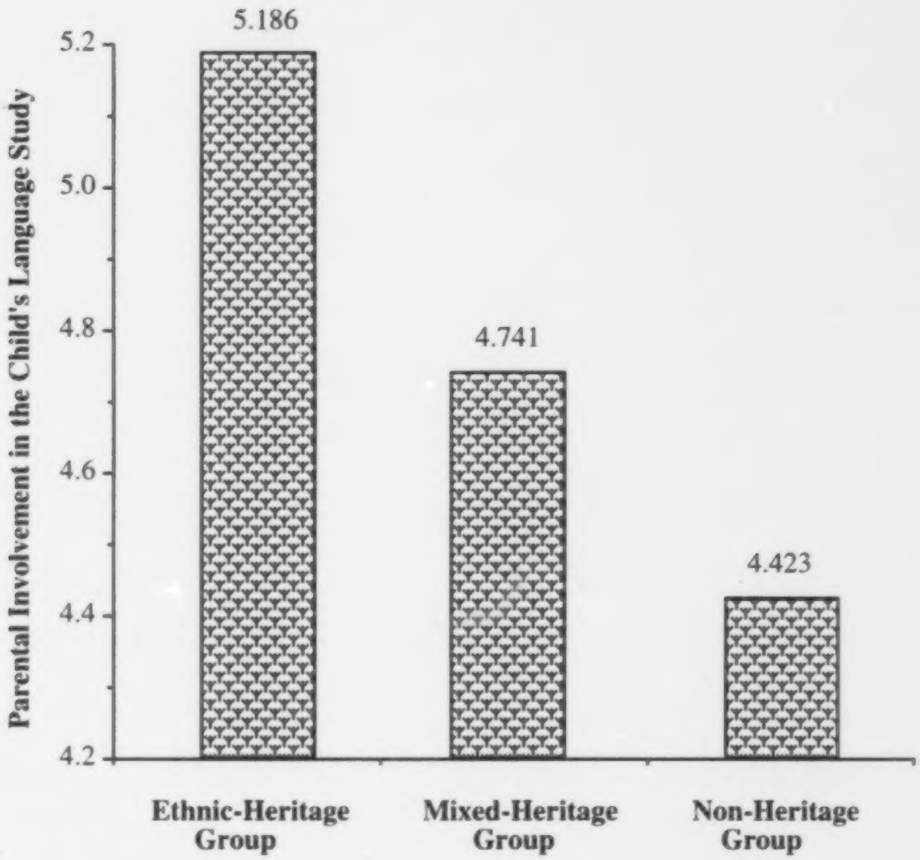
Factors Influencing Students' Language Proficiency

Proficiency and Student/Parent Variables

Students' assessed proficiency in the target language as determined by teacher ratings using the Stanford FLOSEM at the end of the 1995-96 school year was analyzed by means of a stepwise multiple regression analysis procedure with the following factors entered as independent variables: motivation, language learning strategies, parental attitudes toward foreign languages, and parental involvement. The elementary and high school data was analyzed separately and the results of the elementary school data analyses will be reported first followed by the high school results. A stepwise multiple regression analysis was first conducted with only student variables (various kinds of motivation, learning strategies and their perception of parental involvement) and then re-computed by including both student and parent variables (parents' attitudes and involvement). The value of a stepwise multiple regression analysis is that it permits us to examine the importance of numerous variables all

[Figure 50]

Difference in Parental Involvement in Their Child's Language Study by Parents' Ethnic Heritage Background



operating simultaneously on the dependent measure which in this case is the FLOSEM score achieved by students. An important part of a stepwise regression analysis is the ordering of variables that contribute to the dependent measure and the total percent of variance accounted for by the constellation of variables shown by the regression analysis to be statistically significant.

Elementary school data. Stepwise regression analysis with only the student data entered indicated that 3 variables contributed to the outcome measure. The order of the three variables was as follows: Gardner's instrumental/integrative motivation, innovative language learning strategies, and outside classroom language use. The regression findings are reported in Table 16. It should be noted that use of innovative language learning strategies was negatively related to the FLOSEM ratings, meaning that the greater the reported use of innovative strategies the lower the FLOSEM rating of a student. The stepwise regression output (see Table 16) also shows that the 3 variables together account for 93% of the total variance associated with FLOSEM ratings for all elementary level students.

When the stepwise regression analysis was recomputed by adding the two parent related variables (attitudes toward language study and involvement), the findings were different (see Table 16). This analysis revealed that parental involvement was the single variable that was statistically significant and which by itself predicted 79% of the total variance associated with the teacher rating of oral proficiency on the FLOSEM. When a similar stepwise regression was computed for only the elementary level students learning Japanese, of the 10 variables entered into the analysis only parental involvement emerged as a significant predictor of oral proficiency. In addition to being highly significant, the single

[Table 16]

Stepwise Regression Analysis of Elementary School Students' Oral Proficiency

With Student Variables Only:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Gardner's Motivation	3.422	0.748	0.858	4.575	0.000
Innovative Lg. Use	-1.606	0.719	-0.313	-2.235	0.032
Outside Class Lg. Use	1.768	0.701	0.406	2.521	0.017

N: 37; MULTIPLE R: 0.962 SQUARED MULTIPLE R: **0.926**
ADJUSTED SQUARED MULTIPLE R: 0.922
STANDARD ERROR OF ESTIMATE: 5.345

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	12192.682	3	4064.227	142.264	0.000
RESIDUAL	971.318	34	28.568		

With Both Student and Parent Variables:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Parental Involvement	3.147	0.135	0.882	23.288	0.000

N: 156; MULTIPLE R: 0.882 SQUARED MULTIPLE R: **0.778**
ADJUSTED SQUARED MULTIPLE R: 0.778
STANDARD ERROR OF ESTIMATE: 8.581

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	39935.949	1	39935.949	542.344	0.000
RESIDUAL	11413.551	155	73.636		

variable model for the Japanese elementary program accounts for 78% of the total variance. The interpretation that follows from this analysis is that for elementary students parental involvement is the most important variable in understanding how well these young learners will do in their learning of a LCTL as judged by teachers using the FLOSEM.

High school data. For the high school students, the stepwise multiple regression analysis resulted in a more complicated pattern of findings. Table 17 presents the results when only the student variables were entered into the analysis. Of the 8 student variables entered, 6 emerged in the stepwise regression. The six variables found to be significant were: instrumental/integrative motivation, ethnic heritage motivation, school related motivation, innovative language learning strategies, outside classroom language use, and translation. These 6 variables constitute a good model since they accounted for 86% of the variance surrounding oral proficiency as judged by teachers on the FLOSEM. Two of the variables -- school related motivation and innovative language learning -- entered the model negatively. This means that students who enroll in a LCTL because of reasons associated with a teacher's reputation, believing the language program to be good, or having friends in the class perform less well on oral proficiency at least as judged by teachers. Similarly, students who report use of innovative strategies for learning a language again do less well when rated for teachers on oral proficiency.

When the two parent variables are added to the stepwise regression (see Table 18), the results change somewhat. The motivation variable related to instrumental/integrative reasons for learning a language does not emerge as a part of the final regression model. Further, both of the parent variables -- attitudes and involvement -- enter significantly into

[Table 17]

Stepwise Regression Analysis of High School Student's Oral Proficiency with Student Variables Only

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Gardner's Motivation	1.724	0.235	0.568	7.335	0.000
Heritage Motivation	0.778	0.156	0.140	4.982	0.000
School Motivation	-0.313	0.140	-0.066	-2.232	0.026
Innovative Lg. Use	-0.429	0.258	-0.125	-1.662	0.097
Outside Class Lg. Use	0.894	0.238	0.275	3.760	0.000
Translation	0.455	0.182	0.153	2.497	0.013

N: 512; MULTIPLE R: 0.927 SQUARED MULTIPLE R: **0.859**
ADJUSTED SQUARED MULTIPLE R: 0.857
STANDARD ERROR OF ESTIMATE: 5.170

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	82047.704	6	13674.617	511.690	0.000
RESIDUAL	13522.546	506	26.724		

[Table 18]

Stepwise Regression Analysis of High School Student's Oral Proficiency with Both Student and Parent Variables

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Heritage Motivation	0.567	0.168	0.114	3.370	0.001
School Motivation	-0.454	0.146	-0.107	-3.099	0.002
Innovative Lg. Use	-0.718	0.262	-0.230	-2.740	0.006
Outside Class Lg. Use	0.919	0.228	0.311	4.026	0.000
Translation	0.401	0.190	0.149	2.108	0.036
Parent Attitudes	0.996	0.240	0.409	4.147	0.000
Parental Involvement	0.758	0.248	0.298	3.061	0.002

N: 341; MULTIPLE R: 0.939 SQUARED MULTIPLE R: **0.881**
ADJUSTED SQUARED MULTIPLE R: 0.879
STANDARD ERROR OF ESTIMATE: 4.292

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	45673.941	7	6524.849	354.253	0.000
RESIDUAL	6151.809	334	18.419		

the regression model. The fact that 88% of the variance is accounted for by the 7 variable model attests to the adequacy of the regression outcome for high school students. As shown in Table 18, school related-motivation and innovative language learning strategies continue to be negatively correlated with oral proficiency in the regression model.

Separate regression analyses were next computed for each high school language program separately. These analyses were first done without the two parent variables and then again with the parent variables added to the regressions. In the case of all four language programs, the analyses which combined student and parent variables resulted in the best models. Thus, only the regressions which included both student and parent variables will be summarized.

Table 19 presents the regression output for each of the high school language programs. For students studying Japanese, the best regression solution consisted of four variables: school related-motivation, personal interest motivation, translation, and parents' attitudes toward language study. Together these four variables account for 91% of the variance surrounding FLOSEM proficiency ratings. Table 19 also shows the results of the regression analysis for students studying Mandarin. Here only two variables (Gardner's instrumental/integrative motivation and parental involvement) comprised the regression model. Together these two variables predicted 94% of the variance. It is important to note that there was no overlap of variables in the Japanese and Mandarin language programs. This means that student learning in these two language programs is due to entirely different patterns of influence.

When the Korean language program was next examined, a third model emerged. For

[Table 19]

Stepwise Regression Analysis by Language Program Type: High School Student's Oral Proficiency with Both Student and Parent Variables

Japanese Program:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
School Motivation	-0.236	0.138	-0.064	-1.715	0.088
Personal Interest Motiv.	0.760	0.210	0.271	3.612	0.000
Translation	0.318	0.177	0.132	1.798	0.074
Parent Attitudes	1.358	0.173	0.615	7.870	0.000

N: 204; MULTIPLE R: 0.952 SQUARED MULTIPLE R: **0.907**
ADJUSTED SQUARED MULTIPLE R: 0.906
STANDARD ERROR OF ESTIMATE: 3.427

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	22921.278	4	5730.320	487.796	0.000
RESIDUAL	2349.472	200	11.747		

Mandarin Program:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Gardner's Motivation	1.158	0.624	0.407	1.854	0.076
Parental Involvement	1.444	0.560	0.567	2.581	0.016

N: 27; MULTIPLE R: 0.967 SQUARED MULTIPLE R: **0.935**
ADJUSTED SQUARED MULTIPLE R: 0.933
STANDARD ERROR OF ESTIMATE: 3.426

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	4241.036	2	2120.518	180.645	0.000
RESIDUAL	293.464	25	11.739		

Korean Program:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
School Motivation	-1.156	0.457	-0.195	-2.531	0.014
Outside Class Lg. Use	2.027	0.610	0.568	3.322	0.001
Parental Involvement	1.516	0.521	0.521	2.909	0.005

N: 76; MULTIPLE R: 0.927 SQUARED MULTIPLE R: **0.859**
ADJUSTED SQUARED MULTIPLE R: 0.856
STANDARD ERROR OF ESTIMATE: 6.062

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	16398.890	3	5466.297	148.751	0.000
RESIDUAL	2682.610	73	36.748		

Russian Program:

Variables	COEF	ST ERR	ST COEF	T	P(2 TAIL)
Translation	0.544	0.297	0.260	1.830	0.077
Parent Attitudes	1.391	0.282	0.700	4.934	0.000

N: 34; MULTIPLE R: 0.942 SQUARED MULTIPLE R: **0.888**
ADJUSTED SQUARED MULTIPLE R: 0.884
STANDARD ERROR OF ESTIMATE: 3.210

ANALYSIS OF VARIANCE FOR MODEL

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
REGRESSION	2609.271	2	1304.635	126.614	0.000
RESIDUAL	329.729	32	10.304		

Korean language students, three variables (school related-motivation, outside class language use, and parental involvement) constituted the best regression model. Again these findings are shown in Table 19. These three variables accounted for 86% of the variance. The final regression analysis was performed on the Russian program students. Here two variables (translation and parent attitudes) fit the model. The total predicted variance associated with the two variables for Russian language students was 89%.

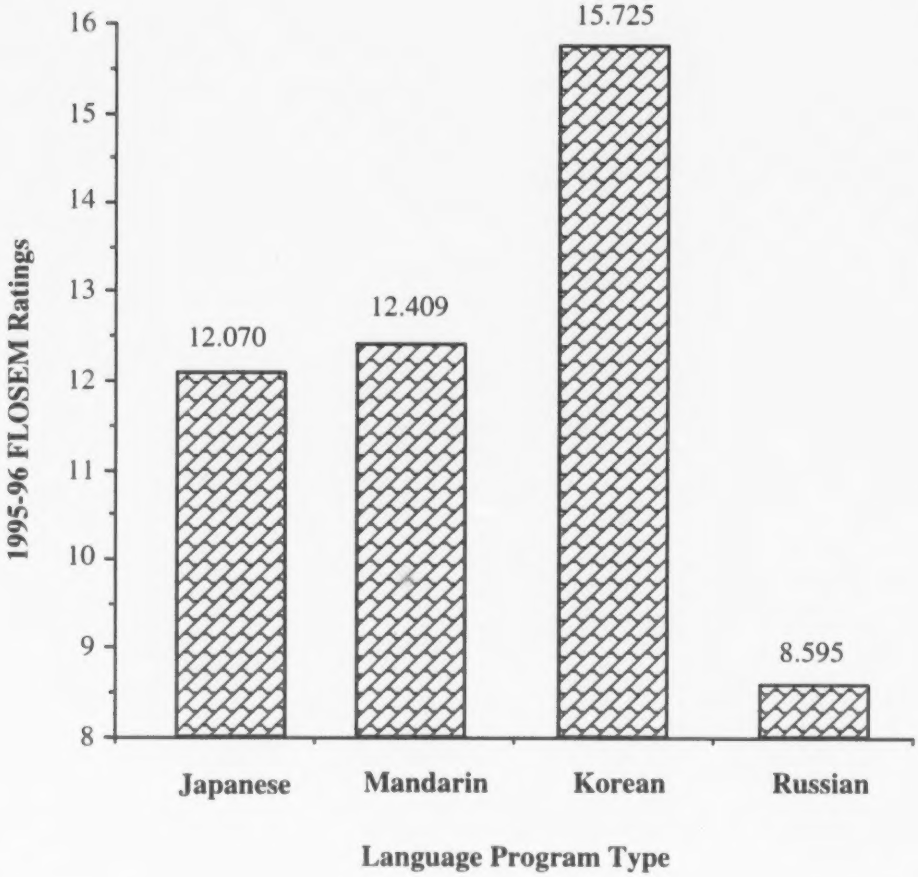
In sum, these stepwise regression analyses provide us with another perspective on the factors that contribute to learning of a LCTL. The findings show, for instance, the relative importance of parental attitudes and involvement in students' learning of a language. The findings also demonstrate that school related motivation operates in a way that is counter-intuitive to what we might expect for a high school language program. That is, a student who believes that the teacher and the language program is good, and who has friends in the class, does less well as judged by teacher ratings for oral proficiency. Also interesting is the fact that reasons for studying a language that are based on instrumental/integrative motivation lose their relative importance when the parental variables are added to the stepwise regressions. Finally, the fact that so much of the variance associated with the dependent variable is accounted for by a small number of student and parent independent variables gives us confidence in the data collected as part of this evaluation study.

Proficiency and Students' Background Information

Students' 1995-96 FLOSEM ratings were also examined by language program type, students' gender and ethnic background. There was a significant difference for high school language program type, F (3, 511) = 24.833, $p < .0001$ (see Figure 51). Students in the

[Figure 51]

Language Program Type Difference in the 1995-96 Teachers' FLOSEM Ratings for High School Students



Korean program possessed significantly higher oral proficiency (M = 15.725) than did students in the other three language programs. On the other hand, students in the Russian programs (M = 8.595) showed significantly lower oral proficiency than did students in the other three programs.

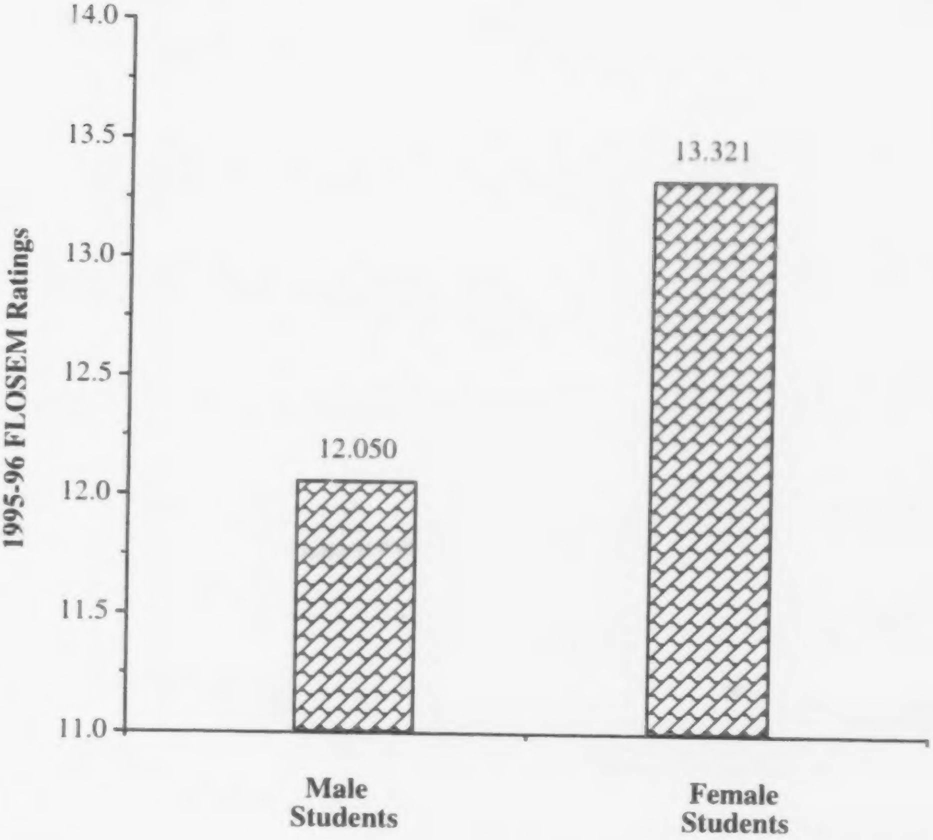
There was also a significant gender difference on the FLOSEM scores among high school students, F (1, 512) = 7.786, *p* =.005 (see Figure 52). Female students (M = 13.321) had significantly higher FLOSEM proficiency ratings than did their male counterparts (M = 12.050). Importantly, a significant gender difference was found in every language program.

Not surprisingly, ethnic heritage was also found to be a significant factor for students' oral proficiency for high school students, F (2, 506) = 26.504, *p* < .0001 (see Figure 53). Ethnic heritage students (M = 15.055) attained a significantly higher oral proficiency than did non-ethnic students (M = 11.578). This significant ethnic background difference on students' proficiency was also found across all four language programs.

When FLOSEM ratings were examined for elementary level students, no overall gender difference was found. Similarly, when possible gender differences were checked for students in the Japanese and Cantonese programs separately none were found. However, there was a significant ethnic heritage difference, F (2, 34) = 3.742, *p* = .034 (see Figure 54). Like their high school counterparts, FLOSEM proficiency ratings were significantly higher for ethnic heritage students (M = 21.417) than they were for non-ethnic students (M = 15.583).

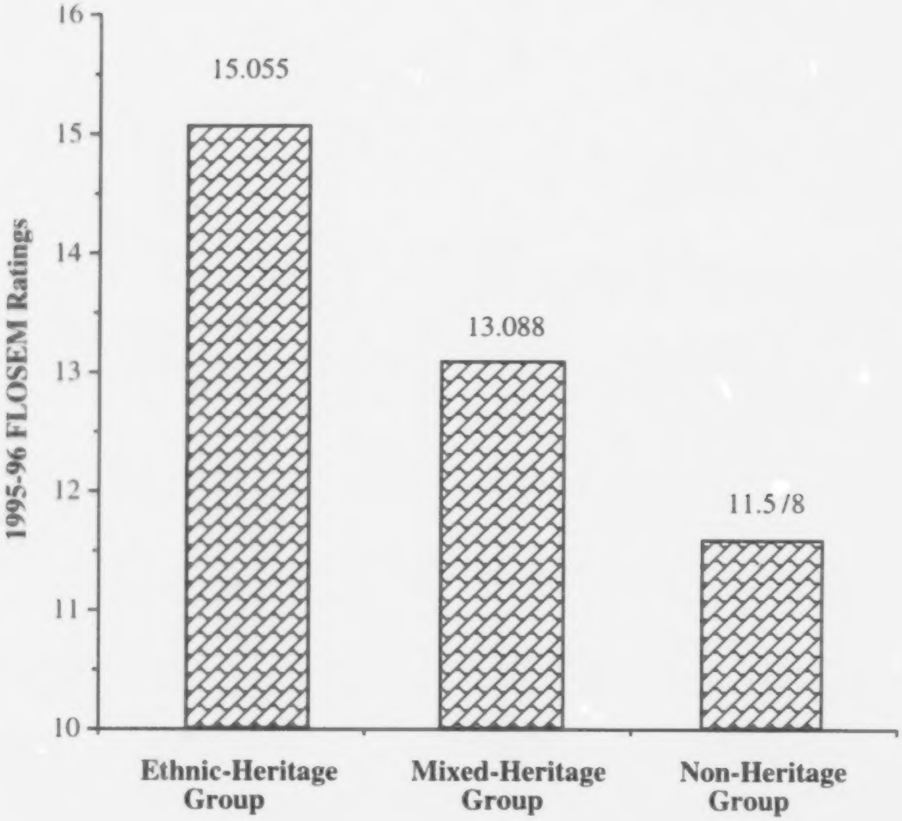
[Figure 52]

Gender Difference in the 1995-96 Teachers' FLOSEM Ratings for High School Students



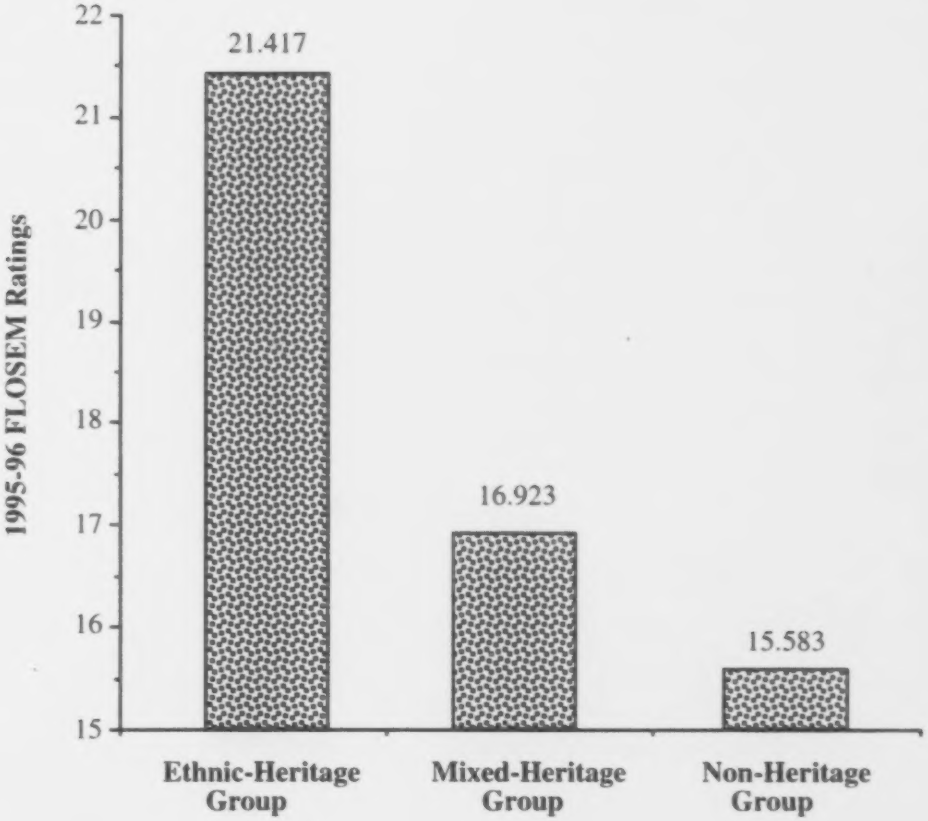
[Figure 53]

Students' Ethnic Heritage Background Difference in the 1995-96 Teachers' FLOSEM Ratings for High School Students



[Figure 54]

Students' Ethnic Heritage Background Difference in the 1995-96 Teachers' FLOSEM Ratings for Elementary School Students



Summary

In this chapter, we report on a series of statistical analyses which were carried out to explore how ethnic heritage, language program type, grade level of student, and motivational and parental factors contribute to learning of a LCTL. The data for the analyses come from a questionnaire that was administered to more than 1200 students and 1500 parents. At least 60 separate findings emerged from our analyses and are discussed in this chapter. Among these many findings, we see that elementary students (4th and 5th graders) reported being more motivated by instrumental and integrative reasons for learning a LCTL than their older high school counterparts. We also observed that students in the Korean language program reported the highest level of instrumental/integrative motivation than students in the other language programs.

Ethnic heritage background was also found to be important consideration in LCTL teaching and learning. Students who were of the same ethnic background as the language studied reported more affinity for the language because of their heritage. This was true for all language programs and levels of instruction. Interestingly, this was also true for mixed ethnic heritage students (e.g., student studying Japanese with only one parent of Japanese heritage). A gender difference was noted in our findings on the importance of ethnic heritage-related motivation. Females scored significantly higher on the importance of ethnic heritage motivation in learning a LCTL than did males. Ethnic heritage parents also differed from non-heritage background parents on attitudes toward language learning and involvement in the language study of their children. Regardless of language program type or instructional level, ethnic heritage parents were more positive toward second language study and were reported more involvement in their child's language study than did non-ethnic heritage parents. The later finding was also supported indirectly by the fact that "outside classroom use of the language" was the strategy which occurred with greatest frequency on the part of ethnic background students.

Collectively the findings reported in this chapter confirm our belief that it is important to recognize the importance of motivational and parental background factors in second language teaching and learning. The position taken in this evaluation project was to think about motivation from several perspectives beginning with Gardner's (1985) work on instrumental and integrative motivation and extending this to include heritage, school, and personal-related motives. We believe that by combining our expanded view of motivation with heritage background considerations, we have augmented our understanding of how students and parents perceive the task of learning a LCTL.

Chapter 6

Teacher and Administrator Perceptions of the Program

Funding for the 14 projects involved in this evaluation study constituted the first time that these projects had received support from outside the local school district for their efforts to teach a less-commonly taught language (LCTL). Because of funding received through the FLAAP grant, the project coordinators were able to hire teachers and/or teaching aides, purchase learning materials such as books, software, and even computers, and take students on field trips. However, throughout the period of our interaction with teachers and program administrators, many of these individuals indicated that they were very appreciative of the FLAAP grant because without it, the school would not have been able to support instruction in a LCTL at their school.

One question that surfaced early on in our work with the program staff at the various sites was whether projects would survive after the FLAAP grant terminated. This question persisted in one form or another throughout the period of funding because of the tenuous nature of the project in many teachers' and administrators' view. These individuals expressed concern about their lack of support from administrators at the school site or in the central administration.

In order to be better informed about the projects and the challenges experienced by teachers and administrators, several efforts were made to obtain additional information from the individuals involved at each school site. One such effort involved a 13-item questionnaire for teachers and administrators (see Appendix 6) which asked a series of questions about their specific language program and the prospect of continuation of the program following termination of the grant. The questionnaire was completed by 16 teachers and 8 administrators during the final workshop held at Stanford University in Spring 1996. Representative of all 14 projects are included in the sample. In addition, discussions were also held with some principals and heads of foreign language departments in Spring 1996 to assess their impressions of the language program at their respective schools.

The findings gleaned from the questionnaires and the interviews will be summarized next. In order to maintain the confidentiality of our respondents, we will not mention specific schools or language programs. However, we will summarize general trends and provide some quotes from informants that reflect broadly on most of the programs studied.

Interest in the Language Program

On the questionnaire, the respondents indicated that they believed that the program was very successful. As support of their belief, 88% of the teachers and administrators felt that students were very interested in enrolling in the program and 96% believed that students in the program were enthusiastic about learning the language. These same respondents felt less support from the parent community, here only 63% maintained that there was good to very strong support for the program on the part of parents.

The major difficulty for most of the teachers and administrators had to do with their perception of lack of support for their program. The expression of lack of support was not fixed on any certain individual or school administrative unit. Only two respondents believed that they had the support of their local Board of Education and only one person felt that the local school site council was supportive of their efforts to introduce a LCTL into the high school foreign language curriculum. Somewhat troubling is the fact that only 39% of the respondents felt that their principal was highly supportive of their LCTL program. Another 30% reported an "average" level of support from the principal and 30% indicated low support from the principal. Among those teachers whose administrative structure included a departmental head, 53% reported that they received a "high" level of support and 33% reported "average" support from the chair of their school foreign language department.

Continuation of the Program After the Grant Ends

Most of the respondents indicated optimism in one way or another that their program would continue after the grant terminated. However, some also expressed concerns that without outside funding their program would be adversely impacted. One respondent commented:

> "It is extremely hard to predict. I am especially worried about the paraprofessional aide's salary and whether she would be retained by the school. Also, there is even less chance for my students to use computers. I am frantically looking for another grant to apply for at the moment."

Another respondent expressed even more concern about the future of the program:

> "It will change our school environment completely. Without the grant we will not be able to purchase needed materials as the need arises. Also, all the extra-cultural events will be terminated. Having our school district support us will be a hard battle. The road ahead of us will be a tough one to continue. Our classes have been overloaded to accommodate the 'numbers'. With the grant our classes were kept small and open. Without the grant, they are loading our classes to 34 - 36 just so they don't have to hire a new teacher in the program."

Finally, another respondent indicates how the LCTL will be offered once grant funds are no longer available. According to this respondent:

> "Because we have had very small classes, the school will no longer support even one full section of the [language]. We will attempt to bus students from several sites to one central location with one supervisory teacher and one [language] tutor."

In the case of several schools, school administrators had already decided by Spring 1996 to discontinue the program once funding ended. One respondent described what action was being taken by parents to the decision to discontinue the program:

> "The parent group would like to see it continue. They are exploring ways in which to make it happen: fund raising projects, volunteers and/or 'charging' donations to the families to attend the classes."

Finally, at one school the decision to terminate the project was followed-up immediately by an effort to redirect students to other classes. The respondent explains:

> "The program has been officially ended. All students have been called into the counseling office to change their schedules for the 1996-97 year."

Thus, it is fair to conclude that teachers' and administrators' concern about the prospects of continuation of their programs were justified. Most programs have continued in some form after termination of the grant, but schools are no longer able to provide all the resources to teachers and students that were available while there were funds from the grant.

Most principals that were interviewed indicated interest in the programs, but also felt strapped for resources to provide for the classes. They indicated, for example, that without grant support the programs would get what the other foreign language programs get -- which is "damn little" as one principal summarized the discussion. Several high school administrators also worried that the LCTL programs would lose out to the other foreign language programs because the Japanese teachers were not as experienced and several were not even credentialed to teach in high school. In sum, from the perspective of some administrators the LCTL programs were "experimental" and they could avoid being overly concerned about language teachers who were not credentialed or who had little teaching experience since grant funds were offsetting teachers salaries. For instance, in some programs it was necessary to hire native language speakers with little teaching experience to teach the LCTL under the supervision of a master foreign language teacher. However, there was some indication that this procedure would not be followed once the grant terminated forcing school administrators to hire credentialed teachers or cancel the class.

Summary

There was considerable variation in how the FLAAP funded programs were managed at each site. However, as discussed in Chapters 3 and 4 students were did acquire the LCTLs regardless of school level (elementary vs. high school), limitations of curricular materials and related instructional supports (e.g., language laboratory) or whether the instructor was credentialed in California to teach. Considering the difficulty of learning a LCTL, students did present evidence of learning. It would be a shame if the momentum that most of the 14 projects achieved through FLAAP funding be would lost. Our parent questionnaire data indicates that parents are generally quite favorable toward the study of foreign languages and perceive themselves to be involved in their child's study of the selected language (see Chapter 5). Also the demographics of the State of California indicate that ethnic heritage parents and students might be especially motivated to learn a LCTL in a public school. Our data regarding ethnic heritage background reinforces the idea that Asian students are highly motivated to acquire an ancestral language. In some way these considerations must be entered into any equation directed at expanding kindergarten to twelfth grade education in the less commonly-taught languages.

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Appendix 1

Guidelines for Implementation of Student Portfolios in Foreign Language Classes

GUIDELINES TO TEACHERS AND STUDENTS
FOR DEVELOPING PORTFOLIOS IN THE FOREIGN LANGUAGE CLASSROOM

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The guidelines that follow are based on our examination of project portfolios and are intended to enhance the usability of the portfolios by students, parents, language teachers, and evaluators. In current evaluation practice, portfolios can be used as an alternative to more traditional methods of assessing student achievement. This practice is called authentic assessment. For this form of assessment to be useful, however, it is important that student portfolios be prepared with care so that the students' work reflects learning in foreign language.

An integral part of a foreign language portfolio consists of audio and video tapes of language samples (e.g., dialogues, skits) which can be used to assess proficiency and fluency in the target language. Thus, the guidelines included here offer strategies for preparing taped language samples.

We also recognize in offering these guidelines that portfolio preparation will vary depending upon the grade level (age) of the students. Teachers will be more involved in the actual organization and maintenance of portfolios in the lower grade levels than in high school where students can be in charge of their portfolios.

The guidelines are offered as recommendations for good portfolio development in the foreign language classroom. How these guidelines are implemented by the foreign language teacher does depend on the grade and/or level of language instruction.

The guidelines are as follows:

Planning the Portfolio

- The purpose of the student language portfolio is to document growth in the target language. To do this the portfolio needs to contain materials that first **establish a baseline of student target language ability** [at the beginning of the school year]. All entries thereafter to the portfolio should be useful for showing growth in the target language.

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- For a portfolio to be useful in assessing foreign language development, the collection of materials in a student portfolio should begin shortly after the start of classes in the Autumn semester and must continue with inclusion of materials into the portfolio throughout the school year.

Organizing the Portfolio

- A **Table of Contents** prepared by the teacher or student that delineates the contents and the dates of materials entered into the portfolio is essential.

- It is important that all entries in a portfolio be dated and numbered chronologically. Both dates and numbers should correspond on the table of contents and on the actual item or artifact. Each portfolio should contain materials completed during the current school year.

- The **teacher or student needs to prepare brief annotations** of all material placed in a language portfolio. These annotations need not be elaborate or lengthy, but they should be descriptive of the activity that the student was engaged in and which resulted in the production of the artifact. All annotations should be placed directly onto the material with Post-its.

- The artifacts that are used to make up the portfolio need to be well distributed throughout the academic year. Ideally, between one and three items should be added to the portfolio at least on a monthly basis. These **artifacts should represent the full spectrum of classroom learning activities**, but similar artifacts should appear at the beginning and end of the school in order to assess language growth over the nine month academic year.

- A minimum of two artifacts that demonstrate learning of the target culture (e.g., report of historical figure or event; report of a traditional celebration) should be included in all portfolios. Projects can be in English, but students should make an effort to do their projects in the target language.

Student-Prepared Portfolios

- Whether students can create annotations for their portfolios will depend upon the grade level. Generally, students from the fourth grade on should be able to add their own annotations to their portfolios. Students' annotations should include information regarding the reason for including the artifact in the portfolio and what they learned from the activity.

Documenting the Four Language Skills in Portfolios

- Portfolios must include materials on students' listening comprehension in the target language. These may be audio or video tapes, listening comprehension tests, or other artifacts that were used in class to obtain check students' ability to listen with understanding in the target language.

- Information on reading comprehension also should be a part of students' portfolios. This may include audio or videotapes of students narrating a story after it has been read in class. In more advanced language classes [or in the upper grades] such narration should ideally be longer and, of course, in the target language.

- It is always important to find opportunities to obtain **spontaneous target language speech samples**. We recommend that the topic for spontaneous speech be selected before the actual taping and that students have the opportunity to think about their spontaneous dialogue. However, the speech in this spontaneous dialogue segment should be unpracticed and should be directed by the teacher.

- Efforts at using the target language creatively in writing stories or narratives are invaluable artifacts for portfolios. However, it is important to also focus on the process of creative writing and any documentation that includes drafts of writing samples are as important as the final written product.

Planning Audio and Video Tapes

- The teacher needs to be in charge of all audio and/or videotaping, regardless of whether the students write and direct the activity. Each tape must have a teacher written annotation describing the content and participants (including English full name and language name if appropriate).

- Prior to the actual taping, the teacher must prepare students on the importance of the tape in assessing language learning. This means students should speak loudly [but still within a normal range] so that they can be clearly heard on the audio or videotape by whoever listens or views the tape.

- Taping should best be done in situations that are as free of background noises as possible. Tapes with lots of noise are not very useful when trying to judge pronunciation or when speakers cannot be heard above the noise.

- The tape [audio or video] should begin with something practical, such as a skit that demonstrates the ability of students to participate in an oral presentation.

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Getting Started in Taping

- **Students need to introduce themselves as clearly as possible** at the beginning of the taped activity. If there is a spokesperson for the group, this person needs to describe the activity to be taped and who participated in the writing of the activity whether it is a skit, puppet show, or other dialogue.

- In videotaping groups of students, the maximum group size is four (4) students. However, the optimal group size for a videotape is two to three students. In an audio tape, the optimal number of speakers is two -- generally the teacher and the student.

Length of the Audio/Video Tape

- The actual time that students should spend in the presentation of their skit/dialogue/oral presentation depends on the level of the students' proficiency (e.g., Japanese I vs. Japanese IV) and the number of participants. Generally, students in more advanced language classes will present videotaped dialogues that are longer and more elaborate than those expected of introductory language classes.

- Each participant in a group videotape should have a minimum of 5 or 6 turns [i.e., lines] of dialogue to demonstrate mastery of the target language. The skills in particular that are important in a videotape are **pronunciation, fluency and expression** in the target language.

Taping of Classroom Teaching

- Videotaped material of actual classroom teaching activities is also invaluable. This is especially true when students are engaged in dialogue types of activities that demonstrate their mastery of the target language. Ideally, the teacher will begin the taping with a brief introduction in the target language of the activity to be taped. When not directly involved in the dialogue, students should remain quiet to minimize background noise.

Using a Tripod When Preparing a Video Tape

- Whenever possible, the video equipment should rest on a tripod during the taping sessions. This technique provides a better quality videotape.

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Portfolio: Table of Contents

Student Name: ______________________

Grade Level: ____________ Language Level: ____________

Class Period: ____________ Teacher Name: __________________

Task Number	Date	Type				Relevant Language Skills					Contents	
		audio	video	written	other*	listening	speaking	reading	writing	culture	topic	activity

* Other refers to project/activity reports, art work, or photos of students' work.

Appendix 2

Paper Published

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Development and Implementation of Student Portfolios in Foreign Language Programs

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ABSTRACT *Issues related to portfolio development and use in assessing language learning in foreign language education are discussed. Among the issues are "audiences" and "purposes" of the portfolio. With teachers involved in an evaluation project of less commonly taught languages (Japanese, Chinese, Korean, and Russian) representing different educational levels (elementary and secondary), we collaborated in the design and implementation of student portfolios to examine growth in foreign language proficiency. The contents of portfolios were analyzed to determine their usability as a means of assessing foreign language learning. Analysis of the portfolios showed that many factors should be considered by teachers in deciding on contents and objectives of the portfolio. We conclude with a series of recommendations for foreign language educators interested in using portfolios to document their students' language learning progress.*

The wave of educational reforms has brought with it an increasing dissatisfaction with traditional approaches toward student assessment (i.e., standardized testing instruments). Traditional assessment has emphasized the measurement of a given body of defined and discrete knowledge as determined by a student's performance on an objective test (Herman, Aschbacher, and Winters 1992). This approach has often been limited to assessment of student outcomes at a specific point in time and has provided little information about teaching and learning processes (Thompson 1995).

Recently, educators have put increasing emphasis on a search for alternative forms of measuring the processes inherent in actual classroom learning and teaching (Baker 1990; Herman, Aschbacher and Winters 1992; and Lewis 1992). Alternative methods of assessment are an integral part of classroom instruction and should require students to apply and integrate what they know by emphasizing complex skills (e.g., ability to analyze, generalize, and hypothesize) within a relevant, meaningful context. These approaches call for more student involvement in planning assessment, interpreting the results of assessment, and in self-assessment. One such approach that has gained popularity is the use of student portfolios. As Calfee and Perfumo (1993) observe, portfolios provide "opportunities for a revolution in assessment" in a variety of subject areas and at different levels of schooling.

The purpose of this article is to report on our effort to develop a system for using student portfolios to document growth over an extended period of time in connection with students' learning of a foreign language in a formal classroom setting. The students, who were at both the elementary and high school

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levels, were enrolled in courses in less commonly taught foreign languages, namely Chinese, Japanese, Korean, and Russian in California schools. The 14 programs involved in this project included nearly 1000 students and were part of a larger research project designed to assess strategies for teaching the less commonly taught languages.[1]

In order to establish a portfolio assessment system that was sensitive to both the learning environments of elementary and secondary foreign language classrooms and students, a literature search on the topic of portfolio assessment in foreign language education was first conducted. Only a few documents that were tangentially related to portfolio assessment in foreign language were identified (e.g., Singer 1993). A more global search of the literature revealed that teachers in the subject areas of language arts, social studies, math, and science (Adam and Hamm 1992; Crowley 1993; Slater 1994) were much further along in developing workable systems of student portfolio assessment than in foreign language.

Although there was scant literature on how to develop and implement student portfolios as noted by Herman and Winters (1994), teachers in all subject areas are mostly in agreement that the potential benefits of portfolio assessment are numerous. For example, Adams and Hamm (1992) state that

> "Portfolios can be used as a tool in the classroom to bring students together, to discuss ideas, and to provide evidence of understanding and the way to apply it. Through critical analysis of their work—and of their peers—students gain insight into other ways of looking at a problem." (103)

There are certain important questions that come with the use of portfolios, such as: What should be placed in the portfolio? How often should items be added to the portfolio? Who decides what goes into the portfolio? Who should be given responsibility for its safekeeping? What should be done with the portfolio at the end of the school year? These are just a few of the "nuts and bolts" issues that surface when deciding to implement portfolio assessment in the classroom.

In the field of foreign language education, the advantages of using portfolios are obvious: provide students with opportunities to display good work, serve as a vehicle for critical self-analysis, and demonstrate mastery of a foreign language. However, an important distinction between a content area such as math or science and learning a new language is that the learner's ability to use the language is the primary object of study, and students' current use of the target language system and potential growth in those abilities over a period of time is what is at issue. Thus it becomes crucial that a student portfolio capture in as many ways as possible the learner's use of the target language. Depending on the emphasis given to the development of reading skills and the ability to compose written products in the foreign language, students' written materials will be a part of the student's portfolio. However, in foreign language learning, oral skills typically are considered more important than reading and writing skills. Since oral language use of a target language system in both controlled and spontaneous situations cannot be captured easily through written means, the use of audiotapes and videotapes takes on increased importance.

Although considerations of what to place in the portfolio and how often to do so are important, these decisions by necessity have to be driven by two fundamental considerations: namely, the portfolio's purposes and audiences. We will now turn our attention to how these primary considerations influence the use of student portfolios in the foreign language classroom.

Purposes of the Portfolio

There are specific purposes a student portfolio can serve in the foreign language classroom. The following list of typical purposes by no means represents an exhaustive description of all the possible functions a portfolio can fulfill. None of the purposes described here is superior to any of the others, and there is no reason why the individual purposes presented here cannot be used in combination with one another.

Perhaps a portfolio's greatest potential lies in documenting and charting students' growth in proficiency in the four language skills of listening, speaking, reading, and writing. If the curriculum has been designed in a way that allows students to acquire a progressively increasing base of knowledge and skills, items can be placed into the portfolio over time in a way that allows anyone looking at the portfolio's contents to see increased knowledge and sophistication with using vocabulary; to detect greater accuracy in pronunciation; to hear how the learner's oral production has become more fluent; and to see growth in using the language for written purposes.

A portfolio can be used to document certain kinds of language abilities that standardized instruments fail to measure. In addition to the results of any standardized instruments, such as the ACTFL Oral Proficiency Interview, which can help assess the learner's spontaneous oral production of the target language, teachers can place into the students' portfolios audiotapes and videotapes that capture the learner's use of the language, which are useful in determining the progress of a learner's communicative competence.

A portfolio can also be a place where students may place work that, they believe, shows unusual learning and/or ability. During the course of a semester or school year, students complete a wide variety of assignments. If a student feels particularly proud of a composition she has written in the target language, she can place it in her portfolio. If a group of students is assigned to write and then perform a short skit in the target language and they feel a strong sense of ownership of it because they created it themselves, it can be videotaped and included as part of the students' portfolios.

Portfolios can serve as the basis of parent-teacher conferences to review student's progress over time throughout the school year. As Crowley (1993) points out, "concrete examples can show the...parent the student's performance in more detail than would an abstract number or letter grade" (544). Parents can be more assured of a child's progress with the target language system if they are able to view videotapes or listen to audiotapes of their child actually using the target language over time. Similarly, if parents have the opportunity to review compositions the child has written in the target language or to compare exercise sheets that show how the child has steadily come to master more and more of the target language's writing system, they can better understand their child's progress.

Finally, the contents of students' portfolios can provide information to teachers that can help them make decisions about curriculum. If, for example, by reviewing students' writing samples, the teacher finds that many students are writing more complex sentences than they have been taught, but their attempts have grammatical errors, the teacher may decide to reprioritize the curriculum plan to cover more advanced forms of writing that the students appear ready to learn.

Audiences of the Portfolio

The term "audience" refers to the person(s) the portfolio is intended for. In the same way that the main purpose of the student portfolio will help determine what goes into the portfolio, the teachers' decision as to the portfolio's primary audience will help guide decisions concerning the portfolio's contents, the frequency of placing items in it, etc. As previously mentioned, parents, teachers, students, or appropriate administrators (i.e, foreign language department chairpersons, school principals, school curriculum planners) can all view a student portfolio though different lenses.

Implications of "Audience/Purpose" Combinations

The combination of purpose and audience is an essential element in implementing portfolio assessment since together they ensure that the assessment process is a systematic undertaking, not a haphazard process of randomly "throwing things into a folder or box." When careful consideration is given to the audience and purpose of the portfolio, answers emerge to such questions as: What should be placed in the portfolio? How often should materials be placed in the portfolio? Who decides what goes into the portfolio? Who should be given responsibility for its safekeeping? What should be done with the portfolio at the end of the school year?

As an example, assume that a teacher decides that the primary purpose of the portfolio is to provide a place for the student to keep and display work she is particularly proud of, and the primary audience for the portfolio is the student herself (as opposed to the teacher). Given this configuration of purpose and audience, teachers open the possibility for students to feel a greater investment in the learning process. Teachers should consider, though, what the contents of the portfolio might look like at the end of the period of study: in cases where the majority (or all) of the control is given to the learner, there is no guarantee that at the end of the period of study the portfolio's contents will provide an outsider with evidence of a clear progression of skill development and emerging proficiency. Consider another example of a teacher who decides to make the portfolio parent-focused. Here the main purpose could be to place items that could be shown as part of a "Parent-Teacher Night" conversation about the child's progress. It would be important for a teacher to show parents not only evidence of the child's current level of proficiency but also some charting of the child's progress. Thus, one might find in this portfolio clusters of related items that the teacher has chosen. Groups of artifacts would be related to one another because they illustrate development, and the teacher could thus say to parents, "At the beginning of the school year, you can see that Elena was able to use the vocabulary to write simple sentences, but you can now see that she's using her words to write a story of connected sentences with some more sophisticated vocabulary."

Finally, suppose that the department chairperson of a foreign language program wants teachers to focus more of their effort on developing students' communicative competence as evidenced in spontaneous oral language situations. Further, the department chairperson decides that she wishes to see evidence of this across individual language programs. The audience for the student portfolios then becomes the department chairperson, and the purpose of the portfolios is to provide evidence of a faculty's implementation of a departmental goal. In keeping with this audience/purpose combination, teachers could decide that portfolios needed to have both more and a greater variety of speech samples to document growth in communicative competence. Thus portfolios would probably contain more video and audiotapes as opposed to written documents.

In sum, the task of deciding upon a combination of purpose and audience is an essential first step in implementing a system of portfolio assessment. Doing this task at the onset helps to ensure that the assessment process is carried out systematically. In the work to be described here, the purpose was to establish a portfolio system that could be used by foreign language educators at both the elementary and secondary levels. We provided technical assistance to teachers on strategies for developing student portfolios that could be used to document a student's progress in the foreign language. In working with teachers, our goal was to communicate the importance of audience/purpose as they worked through the details of establishing portfolios in their classrooms.

Method

Description of Language Programs

The programs that we worked with varied widely in how foreign language education was carried out in the classroom. The programs included two elementary total immersion programs (Chinese and Japanese), an elementary Russian culture program, an elementary Japanese foreign language program, and ten high school foreign language programs ranging from introductory to advanced classes in Japanese, Chinese, Korean, and

Russian. The teachers in the different school sites included: teacher aides at the elementary level who were proficient in the target language and who did the language instruction; credentialed teachers who were native speakers of the target language, but who were not credentialed as foreign language teachers; and credentialed teachers who were certified to teach a foreign language.

Procedure Used in Developing Portfolios

To begin work on portfolios we initiated discussions with teachers on the collection of student proficiency data. These discussions took place early in the school year and involved the kinds of information that teachers could collect to document student proficiency in each of the four language skills—listening, speaking, reading, and writing. In the case of reading and writing, teachers agreed that samples of students' writing and tests measuring reading comprehension were easily identifiable sources for documenting proficiency in these two skills. However, identifying appropriate means for demonstrating listening and speaking proficiency was not as easy. We discussed with teachers the possibility of using audiotapes and videotapes as a means of providing evidence of listening and speaking skills. Issues such as the availability of equipment and logistics involved in the development of portfolios for large classes soon became apparent. As a way of maintaining ecological validity, we stressed to teachers that it would not be necessary for them to invent new types of artifacts (a term commonly used for items placed into a student portfolio) for purposes of a student's portfolio. Since teachers are constantly monitoring student growth and progress through both formal and informal means, we discussed with teachers the kinds of practices they use to assess students' current proficiency levels: the types of materials and activities used for that purpose, the kinds of tests and/or quizzes they utilized, etc. Teachers were encouraged to try out different alternatives in deciding upon possible portfolio artifacts. In general, conversations at each school proved to be productive, and at all sites teachers were excited about the prospect of being part of an effort to explore portfolio use in foreign language education. Teachers were asked to submit a written plan explaining the kinds of artifacts they intended to use, their rationale for choosing that type of artifact, and their perceptions of how that artifact could be expected to show student ability.

Six students were chosen from each level in each program to serve as case study students for this "portfolio experiment." Teachers were asked to have these students represent a range of abilities and (if possible) to choose an equal number of male and female learners. The one condition that we insisted on was that the case study students not be native speakers of the target language. This condition was imposed because many ethnic language heritage students are frequently enrolled in the less commonly taught language programs that we worked with, and these students already have varying levels of proficiency in the language. However, our focus was on students who had no familiarity with the target language prior to enrolling in the class. We returned to the schools in the middle of the school year. These visits were planned to discuss two major items. First, we asked teachers to share the samples of student work they had collected thus far. Teachers mostly shared writing samples, tests, and quizzes. Most of the teachers said that they were still in the process of collecting samples of student work that could document proficiency in listening and speaking skills. However, some teachers did share samples of audiotapes and videotapes of students acting out skits or engaging in other activities in the target language. These visits revealed that teachers were indeed attending to the task of collecting student proficiency data.

We then discussed with the teachers what they had learned about "portfolio purpose and audience," while collecting items in student portfolios. Teachers were not in complete agreement regarding the audience of the portfolios. Some felt that the primary audience should be the students themselves, while other teachers felt that the audience should be teachers. Still other teachers felt that portfolios were for parents. However, all teachers agreed that the purpose of the portfolio was to document students' language growth.

Since the foreign language programs varied widely, teachers were allowed to identify a purpose and audience for their own foreign language program. Teachers were instructed that this purpose and audience should guide their data collection efforts for the remainder of the year. For example, for those teachers who felt that the audience for the portfolio should be teachers and the purpose to track student progress, the process of selecting portfolio items would be geared more specifically (and thus less randomly) toward including related items through which growth could be clearly seen. As an example, one teacher of Japanese noted her tests on students' mastery of Kanji characters were not necessarily cumulative. This teacher used two tests, one which showed how the student had mastered 25 characters, the other showing how the student had mastered only the next 25. However, these tests could not be used to show growth and development because of the disjointed nature of the two tests. A similar principle applied for choosing items that document oral skills. A teacher who included in the portfolio a videotape done at the beginning of the year that showed students' mastery of certain vocabulary words and language-use functions should later include a videotape that shows the students' maintenance of those same words and functions and that at the same time demonstrates mastery of new words and linguistic functions.

It was also believed that an objective measure of oral proficiency in the target language should be part of the student's portfolio. Since there was no common objective tool for measuring oral proficiency in the four less commonly taught languages in our project, we developed a matrix that teachers could easily use to assess their students' oral language development. This instrument is called the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) and was modeled after the Student Oral Language Observation Matrix (Padilla, Sung, and Aninao 1994).

Once again, these meetings proved productive and stimulating, as reported by some of the teachers later in the year. Another important aspect emphasized during the meetings was the use of a "table of contents" as part of each portfolio. The table of contents explains when each artifact was completed, what language skill it documented, and what kind of topic and activity it was about. High school students were encouraged to complete the table of contents for their portfolios while teachers were asked to do so for elementary students. High school students were also asked to provide brief notes about why they chose certain artifacts and what they had learned from the work. We informed all the sites that we expected to receive from each program a complete portfolio on each case study student (six from each level) at the end of the year. Portfolios were received during the weeks following the end of the school year.

Analysis and Results

After the portfolios were received, native speakers of each language examined the contents of the portfolios. The objective of the portfolio review was to determine whether the portfolios were useful in documenting language growth over the course of the school year. The portfolios contained student writing samples, quizzes, audio and videotapes, and special group projects of a written nature (e.g., family stories, history of a country, etc.). The portfolio examiners in each language recorded the contents of each student portfolio and made comments regarding overall organization/structure of the portfolio and each artifact's usefulness in terms of charting growth in the target language. In addition, the native language reviewers compared the student portfolios with the teacher's initial portfolio plan.

To coordinate the portfolio review, the examiners of each language also frequently met as a team throughout the process of studying the contents of each portfolio. The purpose of these meetings was to compare notes and discuss the usefulness of the various artifacts found in the portfolios for assessing growth in the four language skills. These discussions proved to be useful because they highlighted the strengths and weaknesses of the student portfolios. For example, a frequently noted observation in most of the portfolio evaluators' comments was missing dates of when various materials (e.g., written samples) were completed by the students. Absence of dates hindered our analysis of documenting language development across the school year.

As another example, we found that even though all teachers included audio and videotapes in the portfolios, these artifacts varied widely in their usefulness for assessing students' proficiency in the less commonly taught language. In some cases, the audio or videotapes were of spontaneous speech samples that showed the student's ability to use the language communicatively. In other cases, the audio or videotapes were dialogues that had been memorized by the students and from which it was difficult to determine whether the students in fact had mastered the language beyond the simple rote memorization of the script. In these instances, the audio or videotapes were useful in assessing accuracy of pronunciation in the target language, but not communicative competence.

Another problem was that teachers often included only a single audio or videotape for the designated student that had generally been prepared sometime during the second semester. The reason given for this generally had to do with student reluctance to be taped or the difficulty of locating suitable equipment or finding time within the instructional period to do the taping. Thus there was no way of judging growth in oral competency through the school year for some students. In those portfolios where there were at least two audio or videotapes and where the first had been done early in the school year and the second late in the year, it was possible to assess the student's growing oral skill in the target language. This was especially true in introductory foreign language classes (e.g., Japanese I). The portfolios also revealed that teachers at the advanced levels of foreign language instruction (e.g., Chinese IV) used a more thematic approach to their instruction. This made analyzing the portfolios not only more interesting because of the contents but also more difficult to determine specific communicative growth across the academic year.

Another concern with respect to the review of the audio and video portions of the portfolios was that oftentimes two or more of the case study students collaborated in preparing and presenting a skit or puppet show. Then when the production was taped, it was not always possible to identify each speaker or what the individual's contribution was to the material. Although these productions were entertaining and obviously very enjoyable for the students, they posed problems from an evaluation perspective. Thus, it was not always possible to adequately assess spontaneous communicative competence from these group presentations.

The written samples in the portfolios also provided important information regarding the growth in the target language; however, many teachers provided too few written samples to adequately judge writing skill development across the academic year. Portfolios that contained numerous and dated writing samples proved very useful in assessing growth in writing ability in the target language. Some teachers included in the portfolio various drafts of students' writing assignments. These were especially valuable since they showed the developmental stages of writing in the foreign language in response to their teacher's comments regarding their attempts to complete the written assignment. As part of the process of examining the contents of each portfolio, the reviewer prepared written commentaries on the contents that would be shared later with the teacher. These commentaries were first presented to the evaluation team during our meetings as we discussed the usefulness of the contents of all portfolios for documenting language growth in the target languages. The comments were useful in aiding team members to formulate guidelines for foreign language portfolio assessment. In addition, the teachers found the commentaries useful in planning for the following year's student portfolios. For example, in the case of one student portfolio, the native language reviewer commented:

> We can see each student's growth in Japanese, when we compare audio-4 with video tapes-2/3. Student's Japanese has developed in terms of syntactic complexity, functional complexity, utterance length, number of utterances, etc. However, since all of them were memorized and rehearsed dialogues, they don't necessarily reflect each student's proficiency in Japanese...Growth in pronunciation and intonation is hard to assess with these limited speech samples.

Later in the same commentary and referring to reading, the evaluator states:

> Translation is used regularly as a means for checking comprehension. Although sentences for translation became more complex, reflecting the target sentence structures in each lesson, they didn't become longer as the teacher had planned. It might have been more valuable if the student had read a written passage (a paragraph, not a sentence) and then had this included in the test.

As for writing, the evaluator says:

> Translation (sentence level) is used to demonstrate writing proficiency in Japanese. More spontaneous written samples would be necessary to chart growth in Japanese writing. (Essays are used at the higher level in Japanese. Perhaps this can start earlier.)

In sum, these comments illustrate the strengths and weaknesses of a particular portfolio. The material in the portfolio allows the reviewer to determine both the level of proficiency attained by the student in the foreign language classroom and the strategies used by an exemplary teacher of Japanese to assess her students' acquisition of the language. The commentary also offers feedback to the teacher for improving the assessment process that will be useful for the multiple audiences for which the portfolio is prepared; that is, the teacher, the student, and the student's parents.

Conclusions and Recommendations

A critical analysis of the contents of portfolios indicated several important conclusions when portfolios were used as part of an assessment procedure for documenting language development in foreign language programs from kindergarten through 12th grade. First, it was possible to document growth in a foreign language in one academic year in most portfolios when appropriate items were placed in the portfolio throughout the school year. Second, a portfolio was most useful as an alternative method of assessment when a teacher had a plan that took into account purpose and audience. Third, the contents of a portfolio differed by the grade level of the student (e.g., third grade) and by the level of difficulty (e.g., third-year high school Japanese) of instruction in foreign language. Finally, an objective measure of oral proficiency in a foreign language should be part of the student portfolio. The Stanford FLOSEM was developed and used for this purpose.

A set of guidelines for implementing portfolios in foreign language classrooms was compiled and offered to our participating teachers. Teachers reported that these guidelines were very useful. The guidelines that follow are intended to enhance the usability of portfolios by students, parents, and language teachers. How the guidelines offered below are implemented will depend on the grade and/or level of foreign language instruction. The guidelines are as follows:

- The teacher and/or student should prepare a brief annotation for each item placed in a language portfolio. These annotations need not be elaborate or lengthy, but they should describe the activity that resulted in production of the artifact.

- It is essential that all entries in a portfolio be dated and numbered chronologically.
- Teachers need to keep in mind that the purpose of the student language portfolio is to document student growth in the target language. Thus the portfolio needs to contain materials that first establish a baseline of students' target language ability at the beginning of the school year. All entries thereafter should be directed at showing growth in the target language.
- If possible, teachers must seek out strategies for including information on students' listening comprehension in the target language. This may include audio or videotapes, listening comprehension tests, or other artifacts that were used in class to obtain information about students' ability to listen with understanding in the target language.
- Information on reading comprehension also should be a part of a student's portfolio. This may include audio or videotapes of students' retelling a story after it has been read in class. In more advanced language classes (or in the upper grades) such retelling should ideally be longer and, of course, in the target language.
- It is always important to find opportunities to obtain spontaneous target language speech samples. Again, this may be something that could be documented by audio or videotapes.
- Efforts at using the target language creatively in writing stories or narratives are invaluable artifacts for portfolios; however, it is important to also focus on the process of creative writing, and any drafts of writing samples are as important as the final written product.
- The artifacts that are used to make up the student's portfolio need to be well distributed throughout the academic year. Ideally, material should be added to the portfolio at least on a monthly basis. In this way, documentation of language growth across the academic year can be collected.

In addition, we developed another set of guidelines especially for using audio and videotapes as a means of charting students' oral proficiency development. Guidelines were prepared in order to assist teachers to maximize the use of audio and videotapes in their language classrooms. In using the guidelines, it is important to keep in mind the grade and/or level of the students because the guidelines do not necessarily apply in the same way to elementary school language programs and to introductory language classes in high school.

- Prior to the actual taping, students should be told that it is important that they speak loudly, but still within a normal range, so that they can be clearly heard on the audio or videotape by whoever listens or views the tape.
- Students need to introduce themselves by name, and a spokesperson for the group being audio or videotaped needs to describe the activity to be taped and who participated in the writing of the activity, if it is a skit, puppet show, or other dialogue.
- In videotaping groups of students, groups should not consist of more than six students, all of whom have introduced themselves. The optimal group size for a videotape is three to four students. In an audiotape the optimal number of speakers is two—generally the teacher and the student or two students.
- The time that students should spend in the presentation of their skit/dialogue/oral presentation depends on the level of the students' proficiency (e.g., Japanese I vs. Japanese IV) and the number of participants. Generally, students in more advanced language classes should present dialogues that are longer and more elaborate than those expected of introductory language classes.
- Each participant in a group videotape should have a minimum of five or six turns (i.e., lines) of dialogue to demonstrate mastery of the target language. The skills in particular that are important in a videotape are pronunciation, fluency, and expression in the target language.
- Videotaped material of actual classroom settings is also invaluable. This is especially true when students are engaged in classroom dialogue types of activities that demonstrate their mastery of the target language.

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- Also essential in videotaping is that students have the opportunity to engage in spontaneous target language use. Experience has shown that many students become fearful when being videotaped; thus we recommend that teachers foster confidence in students by beginning with a skit or dialogue that students have prepared. Once this is completed, teacher-directed, spontaneous speech can be recorded. The topic for spontaneous speech may be selected before the actual taping, and students may have the opportunity to think and practice for spontaneous dialogue around the selected topic; however, the speech in this spontaneous dialogue segment should be unpracticed and should be directed by the teacher.

Whenever possible, the video equipment should rest on a tripod during the taping sessions. This technique provides better quality videotape.

NOTE

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Appendix 3

The Stanford FLOSEM Instruction

Stanford Teacher/Student
Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

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INSTRUCTIONS

What is the Stanford FLOSEM?

The Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) is a language assessment instrument which offers teachers and possibly students one way of evaluating oral proficiency in a foreign language. The Stanford FLOSEM provides a means of arriving at a holistic rating of the learner's overall ability to communicate: that is, to comprehend, to speak, and to be understood by others. The assessment process focuses on the five areas of oral proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar.

In its overall design, the Stanford FLOSEM is similar to the "Student Oral Language Observation Matrix" (SOLOM), an established assessment tool which many English as a Second Language (ESL) practitioners have used to assess and document an ESL student's oral language abilities. The Stanford FLOSEM provides more detailed descriptions for each of the different categories in the various levels of oral proficiency.

How is the Stanford FLOSEM useful?

The primary purpose of the Stanford FLOSEM is to enable foreign language teachers to assess students' oral communicative ability in the target language as well as document the growth of each learner's oral competence in a classroom setting. The Stanford FLOSEM is not an achievement test used to measure what a student has mastered within the context of a particular foreign language course or program, but rather a more global evaluation of the student's ability to communicate. Furthermore, Stanford FLOSEM ratings can provide teachers with information to plan or modify their curriculum as well as target specific oral language skills which need improvement. Should teachers decide to share the FLOSEM outcomes with their students or have students self-rate themselves, students can gain insight into their current strengths and weaknesses in the different oral language skills. In addition, FLOSEM ratings can be used to provide parents with information on their child's progress in the language.

Who should administer the Stanford FLOSEM?

It is very important that the person administering the Stanford FLOSEM not only be someone who is able to observe the learner's performance across a range of various language learning tasks, but also be someone the learner feels comfortable with and who is well-acquainted with the student's capabilities. Since classroom language teachers work with students for several hours each week, they are the most informed about students' communicative abilities. Thus, it is recommended that the student's language teacher administer the Stanford FLOSEM.

The Stanford FLOSEM may also be used for students in secondary schools to self-rate their own oral proficiency. Self-evaluations can often help learners recognize their target language skills where more practice or instruction is needed. In addition, the continuum of proficiency levels as indicated on the FLOSEM grid can assist students in setting goals to further develop their language skills. Some teachers may also want to engage students in a peer-rating activity using the FLOSEM. This could entail letting small groups of students rate each others' language ability and then sharing these ratings and discussing them.

How is the Stanford FLOSEM rating scale used?

Description of the Rating Scale (See attached FLOSEM grid)

Five categories of language use which the Stanford FLOSEM measures are shown in the first column of the matrix: "Comprehension", "Fluency", "Vocabulary", "Pronunciation", and "Grammar." For each category, there are six possible levels at which a student can be rated, "Level 1" through "Level 6." These six levels represent a continuum of competence, ranging from "extremely limited ability" (Level 1) through "native-like ability" (Level 6). A description of the general criteria for assessing the student's ability is provided in each of the matrix cells. Since the descriptions in each cell are representative of the universal behavior of language development in any foreign language, the rating scale may be used for evaluating the growth of any foreign language.

Instructions

- Raters must carefully study and understand the content of the descriptions provided in each cell of the Stanford FLOSEM. Some key terms used in the descriptions of the FLOSEM are defined and provided in the Appendix. It is strongly recommended that the user of the FLOSEM study and understand all of the terminology used in the matrix before rating a student's oral proficiency.

- Raters should observe the learner's performance over a range of language-use tasks and over an extended period of at least one month.

- In determining proficiency levels, raters should compare the student's abilities with those of "a native-speaker of the target language who is the same age as the student being rated." An obvious advantage that comes with comparing a student's performance to that of "a native speaker of the same age" is that it provides a baseline for assessing students in comparable language development contexts.

- Raters should assess learner's oral skills based on the criteria described in each cell and assign an appropriate score from "1" to "6" on the rating sheet (see attached FLOSEM rating sheet). If the rater feels that the learner's proficiency is in-between two levels, a halfway mark may be assigned such as "1.5" or "2.5".

- Scores assigned to each category are then added together to reach an overall oral proficiency score for each student. The highest possible score is "30" (native-like in all five categories) and the lowest possible score is "5" (very limited proficiency in all categories).

- It is important to note that a student may vary widely in his/her ability in the different categories of the FLOSEM (e.g., comprehension- 2; fluency- 1; vocabulary- 3; etc.). This is illustrated below in Table 1.

- Generally, students' proficiency will increase with the progression of levels in language study (see Table 1). However, students enrolled in advanced courses are not necessarily expected to receive ratings of "5" or "6" in any or all of the categories. Since foreign language skills take time to develop, it is not expected that advanced students will have achieved native-like proficiency from studying exclusively in the classroom.

- The following Table is an example of what the FLOSEM ratings might look like for five different students in Japanese 1 through Japanese 5 across the five categories.

Table 1

Name	Level	Date	comprehension	fluency	vocabulary	pronunciation	grammar	Total
Susan Doe	Japanese 1	6/96	2	1	1.5	1	1	6.5
Carl Smit	Japanese 2	6/96	2.5	1	1.5	1	2	8
John Lee	Japanese 3	6/96	4	3	3.5	3.5	3	17
Lily Jones	Japanese 4	6/96	4	3.5	4	3.5	3.5	18.5
Rob Roy	Japanese 5	6/96	5	4	4.5	3.5	5	24

How often should the Stanford FLOSEM be administered?

The Stanford FLOSEM can be a useful means for assessing a learner's communicative ability on a "pre- and post-test" basis. Thus, it is recommended that, at a minimum, teachers do a FLOSEM rating twice in an academic school year: once after a month of initial instruction and again at the end of the school year. Arriving at a rating at the midpoint of instruction may also prove to be useful. However, since progress with mastering foreign language oral skills takes time and practice, attempting to do the Stanford FLOSEM on a high-frequency basis (for example, once a week) would be excessive and would not necessarily yield useful information.

APPENDIX

Clarification of some terms used in the FLOSEM description

- ***Formulaic expressions*** (See the descriptions in Level 1): There are high-frequency set expressions and/or patterns that learners usually encounter first when learning a foreign language. These expressions are generally common in most social interactions, such as "Hello. My name is _______.", "How are you today?" and "I'm fine, thank you."

- ***Passage*** (See Levels 2, 3, and 4 of "Comprehension"): Passage refers to any piece of text which consists of several lines, but cannot be characterized as a conversation between two or more people. In foreign language classes, the use of passages is quite common, whether it be for the purpose of having students read them, memorize them, or listen to them for testing of comprehension.

- ***Grammatical errors*** (See Levels 2 and 3 of "Grammar"): This category refers to the use of language that violates the standardized grammatical rules of the target language. Such errors include agreement errors (e.g., *"she like" or *"three book"), mistakes in verb inflections (e.g., dropping of required verb endings that signal tense such as *"she walk yesterday" or the use of the wrong form of the verb *"she goed") and incorrect word order (e.g., *"three pigs little") among others.

- ***Word connotations*** and nuances (See Level 5 of "Vocabulary"): These terms refer to socially and culturally-implied word meaning which might not be explicitly defined in dictionaries. For example, in English, although "cheap" and "inexpensive" mean the same thing, "cheap" carries a connotation that an item, while having a low price, is also inferior in quality.

- **Embedded Structures** (See Level 3 of "Comprehension"): This term refers to constructions such as (1) relative or subordinate clauses and (2) appositional construction, such as the following:

  (1) The girl that my brother would like to meet already has a boyfriend.

  (2) My father, a man of great integrity and honesty, is someone I admire a lot.

  As the length of utterances increases through the addition of these types of embedded structures, greater demands are placed on the learner's processing skills. Typically, the greater the level of skill in the target language, the more capable the learner is of forming and comprehending statements and questions with these kinds of embedded structures. The terms "complex constructions" and "complex patterns" (see, for example, Levels 4 and 5 of "Grammar") refer to sentences which contain these kinds of embedded structures.

- ***Abstract topics/ideas*** and ***Abstract information*** (See Level 4 of "Comprehension" and Levels 4 and 5 of "Vocabulary"): In the early stages of foreign language learning, students generally learn to talk about concrete "here and now" kinds of topics such as what the student had for dinner last night. As students move to more advanced levels of study, they acquire the skills and vocabulary to be able to express viewpoints on more abstract topics such as what he/she thinks about providing food to homeless people.

- ***Normal speed*** (See Levels 4 and 5 of "Comprehension"): This term refers to the rate of speech in natural conversations between two or more native speakers. However, when native speakers try to communicate with beginning level learners of the target language, they often slow down their speech to monitor their interactions and to facilitate the learners' understanding. This adjustment in the rate of speech contrasts with the notion of "normal speecd".

- ***Intonation patterns*** (See Level 4 of "Pronunciation"): The dictionary defines intonation as the "pattern or melody of pitch changes in connected speech." As an example, most declarative sentences tend to fall in intonation towards the end of the statement, while most questions tend to be delivered with rising intonation. Intonation patterns refer to this feature of oral language use.

Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Comprehension	Learner can understand a limited number of high frequency words in isolation and short, common conversational formulaic expressions (e.g., "How are you?", "My name is ...").	Learner can understand short questions and simple non-formulaic statements when they are embedded in a short dialogue or passage. However, the entire dialogue or passage must be repeated at less-than-normal speed for learner to understand.	Learner can comprehend the main point(s) of a short dialogue or passage which contains some statements with embedded structures heard at less-than-normal speed, though it is likely that details will be lost. Even at this speed, some repetition may be necessary.	Learner understands most of what is said (all main points and most details) in both short and longer dialogues and passages which contain abstract information heard at almost-normal speed. Some repetition may be necessary, usually of abstract information.	Learner understands nearly everything at normal speed, although occasional repetition may be necessary.	Learner understands everything at normal speed like a native speaker.
Fluency	Learner can participate only in interactions which involve producing formulaic question-answer patterns and/or offering very short responses to simple questions.	When participating in a simple conversation on familiar, everyday topics, the learner frequently must pause to formulate short, simple non-formulaic statements and questions.	While participating in a conversation or discussion, learner can express herself using simple language, but consistently falters and hesitates as she tries to express more complex ideas and/or searches for less-common words and expressions. These efforts noticeably impede flow of communication.	Learner can effortlessly express herself, but may occasionally falter and hesitate as she tries to express more complex ideas and/or searches for less-common words and expressions. Although distracting, these speech rhythms do not noticeably impede the flow of communication.	Learner is generally fluent, with occasional minor lapses while she searches for the correct manner of expression.	Learner's fluency is native-like.
Vocabulary	Learner's vocabulary is limited to: (a) high frequency words for common everyday items and actions, and (2) some conversational formulaic or idiomatic expressions.	Learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation.	Learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas.	Learner clearly demonstrates knowledge of synonyms and alternative ways of expressing simple ideas. Learner also has enough vocabulary to understand and participate in conversations which include abstract ideas.	Learner possesses a broad enough vocabulary to participate in more extended discussions on a large number of concrete and abstract topics. Learner is aware of some (but not all) word connotations and nuances in meanings.	Learner possesses an extensive native-like vocabulary.
Pronunciation	Even at the level of isolated words and formulaic expressions, learner exhibits difficulty in accurately reproducing the target language sounds and sound patterns.	Although learner is beginning to master some sounds and sound patterns, she still has difficulty with many other sounds, making meaning unclear.	Learner is beginning to demonstrate control over a larger number of sounds and sound patterns. Some repetition may be necessary to make meaning clear.	Learner's speech is always intelligible, though a definite accent and/or occasional inappropriate intonation pattern is apparent.	Pronunciation and intonation approaches a near-native-like ability.	Learner's pronunciation and intonation is clearly native-like.
Grammar	Since learner's productive skills are limited to high frequency words and short formulaic conversational expressions, it is difficult or impossible to assess her knowledge of grammar.	Learner can produce utterances which show an understanding of basic sentence and question patterns, but other grammatical errors are present which obscure meaning.	Learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may make meaning ambiguous.	Learner shows an almost consistent command over a limited range of more complex patterns and grammar rules. Although occasional errors are still present, they are few in number and do not obscure meaning.	Learner's speech exhibits a good command over a large (but not complete) range of more complex patterns and grammar rules. Errors are infrequent.	Learner's speech shows a native-like command of complex patterns and grammatical rules.

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Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

Rating Sheet

School: ______________________ Language rated: ______________________

Date: __________ Grade Level: _____ Teacher name: ______________________

Student Name	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar	TOTAL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
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Appendix 4

Self-Rated FLOSEM

and

Sung Language Self-Assessment Questionnaire

Student Foreign Language Proficiency Questionnaire

Name: Date: Language/Level:

PART I Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

Please read each of the descriptive statements regarding foreign language oral proficiency in the following sections. The statements represent a wide range of abilities in listening comprehension, fluency, vocabulary, pronunciation and grammar. Place a check in the bracket of the level that best represents your present ability in each of the sections. If you feel you are in between levels, mark the appropriate mid-level slot.

Listening Comprehension

Level 1	[ ]	I can understand a limited number of high frequency words and common conversational set expressions such as "How are you?" or "My name is-".
Mid-level	[ ]	
Level 2	[ ]	I can understand simple questions and statements in short dialogues or passages if it is repeated at slower-than-normal speed.
Mid-level	[ ]	
Level 3	[ ]	I can understand the main point(s) of a short dialogue or passage if spoken at slower-than-normal speed. I may need some repetition.
Mid-level	[ ]	
Level 4	[ ]	I can understand most of what is said (all main points and most details) at near normal speed.
Mid-level	[ ]	
Level 5	[ ]	I can understand nearly everything at normal speed, although occasional repetition may be necessary.
Mid-level	[ ]	
Level 6	[ ]	I can understand everything at normal speed like a native speaker.

Fluency

Level 1	[ ]	I can speak using only short question-answer patterns such as "How are you? I am fine, thank you.".
Mid-level	[ ]	
Level 2	[ ]	I can participate in a simple conversation on familiar everyday topics at slower-than-normal speed. I must frequently pause during conversation.
Mid-level	[ ]	
Level 3	[ ]	I can express myself using simple language, but make mistakes and pause a lot when I try to express complex ideas.
Mid-level	[ ]	
Level 4	[ ]	I can effortlessly express myself at near normal speed. Occasionally, I have to slow down when expressing complex ideas and less-common expressions.
Mid-level	[ ]	
Level 5	[ ]	I am generally fluent, but occasionally have minor pauses when I search for the correct manner of expression.
Mid-level	[ ]	
Level 6	[ ]	I have native-like fluency.

Vocabulary in Speech

Level 1	[ ]	I know a limited number of high frequency words and common conversational set expressions. (e.g., How are you? My name is ...)
Mid-level	[ ]	
Level 2	[ ]	I have enough vocabulary to make simple statements and ask questions in a simplified conversation.
Mid-level	[ ]	
Level 3	[ ]	I have an adequate working vocabulary. I know some synonyms and can express simple ideas in a limited number of different ways.
Mid-level	[ ]	
Level 4	[ ]	I have enough vocabulary to participate in everyday conversation and know many alternative ways of expressing simple ideas.
Mid-level	[ ]	
Level 5	[ ]	I have enough vocabulary to participate in more extended discussions on various topics. I also know some connotations and nuances of certain words and expressions.
Mid-level	[ ]	
Level 6	[ ]	I have an extensive native-like vocabulary.

Pronunciation

Level 1	[ ]	I have difficulty in accurately producing the sounds and sound patterns of the language.
Mid-level	[ ]	
Level 2	[ ]	I am beginning to master some sounds and sound patterns, but still have difficulty with some of the sounds.
Mid-level	[ ]	
Level 3	[ ]	I can produce most of the sounds and sound patterns, but sometimes need to repeat myself to make the utterance more clear.
Mid-level	[ ]	
Level 4	[ ]	My speech is always intelligible, but a definite accent and/or awkward intonation patterns are apparent.
Mid-level	[ ]	
Level 5	[ ]	My pronunciation and intonation are near native-like.
Mid-level	[ ]	
Level 6	[ ]	My pronunciation and intonation are exactly like those of a native speaker.

Grammar in Speech

Level 1	[ ]	I can only use common conversational set expressions.
Mid-level	[ ]	
Level 2	[ ]	I can produce very basic sentence patterns but with frequent grammatical errors.
Mid-level	[ ]	
Level 3	[ ]	I can produce a few complex sentence constructions but with noticeable grammatical errors.
Mid-level	[ ]	
Level 4	[ ]	I can speak using a good range of complex patterns and grammatical rules. However, occasional errors are still present.
Mid-level	[ ]	
Level 5	[ ]	I have a good command over a large range of complex grammar and errors are infrequent.
Mid-level	[ ]	
Level 6	[ ]	I can speak with a native-like command of complex grammatical patterns.

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PART II General Foreign Language Proficiency

Please read the following statements in each of the four areas of listening comprehension, reading comprehension, speaking, and writing. Rate how well you can perform the various activities in the foreign language that you are learning on a scale of 1 (cannot do it at all) to 5 (can do it comfortably). Circle the appropriate level.

SCALE

1: I cannot do it at all.
2: I can do it but with great difficulty.
3: I can do it but with some difficulty.
4: I can do it fairly well but with occasional difficulty.
5: I can do it comfortably.

Listening Comprehension

1.	I can understand a short message on the answering machine.	1	2	3	4	5
2.	I can watch and understand a t.v. program.	1	2	3	4	5
3.	I can understand a lecture given by a native speaker on a topic that interests me.	1	2	3	4	5
4.	I can play Bingo.	1	2	3	4	5
5.	I can understand directions to my friend's house.	1	2	3	4	5
6.	I can understand a native speaker describe his/her favorite hobby.	1	2	3	4	5
7.	I can understand a story that the teacher reads to us in class.	1	2	3	4	5
8.	I can understand my teacher's directions in class.	1	2	3	4	5
9.	I can understand the explanation of the rules of a game.	1	2	3	4	5
10.	I can understand general questions about myself and my family.	1	2	3	4	5

Speaking

1. I can greet someone. 1 2 3 4 5

2. I can tell someone my summer vacation plans. 1 2 3 4 5

3. I can tell a friend about a t.v. program I recently saw. 1 2 3 4 5

4. I can leave a message on an answering machine. (e.g., name, phone number, time, date, reason for calling) 1 2 3 4 5

5. I can converse with a native speaker on any general topic using the appropriate language forms. 1 2 3 4 5

6. I can describe my best friend. 1 2 3 4 5

7. I can introduce myself to other people. 1 2 3 4 5

8. I can explain the rules of my favorite game to someone. 1 2 3 4 5

9. I can answer general questions about my family. 1 2 3 4 5

10. I can give someone directions to my house. 1 2 3 4 5

For the next two sections, please rate your ability to read and write in the characters of the language you are learning (e.g., Chinese Characters, Hangul, Hiragana/Katakana,).

Reading Comprehension

1. I can read instructions on a test. 1 2 3 4 5

2. I can read the names of simple objects. 1 2 3 4 5

3. I can read a newspaper. 1 2 3 4 5

4. I can read the instructions for a board game. 1 2 3 4 5

5. I can read some or all of a popular novel. 1 2 3 4 5

6.	I can read a letter from a pen-pal.	1	2	3	4	5
7.	I can read magazines with minimal use of a dictionary.	1	2	3	4	5
8.	I can read simple sentences in the textbook.	1	2	3	4	5
9.	I can read a short children's story.	1	2	3	4	5
10.	I can read a note from my teacher.	1	2	3	4	5

Writing

1.	I can list the things in my school bag.	1	2	3	4	5
2.	I can write a review on my favorite movie/book.	1	2	3	4	5
3.	I can write a note to a friend.	1	2	3	4	5
4.	I can write a report on the history of a foreign country.	1	2	3	4	5
5.	I can keep a journal.	1	2	3	4	5
6.	I can describe the characteristics of my best friend.	1	2	3	4	5
7.	I can write a letter to a pen-pal.	1	2	3	4	5
8.	I can write about my future plans and the reasons for them.	1	2	3	4	5
9.	I can take a simple telephone message.	1	2	3	4	5
10.	I can write an essay expressing my thoughts on learning foreign languages in high school.	1	2	3	4	5

* If you are studying **Mandarin Chinese**, how many Chinese characters do you know? Please give an approximate number. ________

* If you are studying **Japanese**, how many Kanji characters do you know? Please give an approximate number. _______

PART III

1. Will you continue to study the foreign language you are presently learning next year or in college? Yes No

2. What was your final grade for this class last semester? (Please circle one)

A+ A A- B+ B B- C+ C C- D+ D D- F

3. What grade do you expect to receive for this class this quarter? (Please circle one)

A+ A A- B+ B B- C+ C C- D+ D D- F

4. How satisfied are you with the progress you have made in learning this foreign language?

1 2 3 4 5

Not Satisfied Very Satisfied

Appendix 5

Student and Parent Questionnaire

PARENT CONSENT FORM FOR STUDENT PARTICIPATION

Dear Parent,

Your child is enrolled in a foreign language program which is financially supported by the California Department of Education. On behalf of the Department of Education, we would like to commend you for your child's interest in a less-commonly taught language. As researchers at Stanford University, we are conducting an evaluation study on programs in less-commonly taught languages (Japanese, Chinese, Russian, and Korean) in California schools under the request of the California Department of Education. In particular, we are interested in the reasons why students decide to enroll in courses in these languages.

We would appreciate it if you would give permission for your child to participate in our study by filling out a questionnaire.

Also, it is important for you to know that your child's teacher will not know what your child has indicated anywhere on this questionnaire. Your child's answers to this questionnaire have nothing to do with his/her grade.

Your child's participation in this information-gathering study is voluntary and will occur during class time. Your child has the right to refuse to respond to any item or section. Your child's individual privacy will be maintained in all published and written reports resulting from this study.

If you have any questions about your child's rights as a study participant, or you are dissatisfied at any time with any aspect of this study, you can contact Dr. Hyekyung Sung at the "Evaluation Project of Foreign Language Assistance Programs" at Stanford University, CERAS 203A, Stanford University, Stanford, CA 94305 (phone: 415-723-1827). You may also contact, anonymously if you wish, the Human Subjects Office, 1215 Welch Road, Modular A, Stanford University, Stanford, CA 94304-5532 (phone: 415-723-8666) -- you may call collect.

Thank you for your permission for your child to participate in this study!

I have read the contents of the above "Consent Form" and understand the purpose of this study, and my child's rights as a study participant. I permit my child to participate in this study.

Printed Name: ______________________________

Signature: ______________________________ Date: ____________________

Child's Name: ______________________________

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STUDENT CONSENT FORM

Dear Student,

You are enrolled in a foreign language program which is financially supported by the California Department of Education. On behalf of the Department of Education, we would like to commend you for your interest in a less-commonly taught language. As researchers at Stanford University, we are interested in the reasons why students like you decide to enroll in courses in less-commonly taught languages such as Japanese, Chinese, Russian, and Korean.

We would appreciate it if you would take the time to fill out the attached questionnaire. It is estimated that filling out this questionnaire will take approximately fifteen to twenty minutes. Please think carefully about each item. However, do not spend a lot of time on any particular item: give your immediate response.

This questionnaire is anonymous: that is, we ask that you not sign your name anywhere on the questionnaire itself. However, we do ask that you **be honest** in your answers because that is the only way we will be able to get accurate information.

Also, it is important for you to know that your teacher will not know what you have indicated anywhere on this questionnaire. Your answers to this questionnaire have nothing to do with your grades for your Japanese/Chinese/Russian/Korean class.

Your participation in this information-gathering study is voluntary. You have the right to refuse to respond to any item or section. Your individual privacy will be maintained in all published and written reports resulting from this study.

If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact Dr. Hyekyung Sung at the "Evaluation Project of Foreign Language Assistance Programs" at Stanford University, CERAS 203A, Stanford University, Stanford, CA 94305 (phone: 415-723-1827). You may also contact, anonymously if you wish, the Human Subjects Office, 1215 Welch Road, Modular A, Stanford University, Stanford, CA 94304-5532 (phone: 415-723-8666).

Thank you for your participation in this study!

I have read the contents of the above "Consent Form" and understand the purpose of this study, and my rights as a study participant. I agree to participate in this study. I certify that the answers I give will be honest.

Printed Name: ______________________________

Signature: __________________________ Date: ____________________

STUDENT QUESTIONNAIRE

DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE!

GENDER: Male___ Female___ AGE: ________

What is your ethnic background?

___ Caucasian ___ Native American ___African-American
___ Latino ___ Filipino
___ Japanese ___ Russian
___ Chinese ___ Other (Please specify: __________)
___ Korean
___ Mixed ancestry (Please specify: __________________)

What languages do you speak? ____________________

What is your first language? ______________________

What language do you consider to be
your dominant language? ___________________

If more than one language is spoken in your home, please list them according to how often they are used:

Most-often used language ______________________

2nd most-often used language ______________________

3rd most-often used language ______________________

What level of Russian are you currently enrolled in?

Russian I__ Russian II__ Russian III__ Russian IV__

How long have you been studying Russian? __ years __ months

Have you studied any other languages besides Russian? Yes__ No__
If "Yes," please list the languages you have studied and the length of time you studied them:

1) ____________________ ___ years ___ months

2) ____________________ ___ years ___ months

Part 1. Please circle the number that indicates how well you agree with each of the statement below.

6: strongly agree
5: moderately agree
4: slightly agree
3: neutral (no opinion)
2: slightly disagree
1: moderately disagree
0: strongly disagree

EXAMPLE:

	Strongly Agree					Strongly Disagree	
	6	5	4	3	2	1	0
"Studying Russian is important ..."							
5) because I will need it for my future career.	6	5	4	3	[✓ 2]	1	0

This student circled the number "2" because he slightly disagreed with the idea that he needs to study Russian for his future career.

"Studying Russian is important ..."

1) because it will allow me to be more at ease with Russian-speaking people.	6	5	4	3	2	1	0
2) because it will allow me to meet and converse with more and a variety of people.	6	5	4	3	2	1	0
3) because it will enable me to better understand and appreciate Russian art and literature.	6	5	4	3	2	1	0
4) because I will be able to participate in the activities of other cultural groups.	6	5	4	3	2	1	0
5) because I will need it for my future career.	6	5	4	3	2	1	0
6) because I think it will make me a more knowledgeable person.	6	5	4	3	2	1	0

7) because I think it will someday be useful in getting a job.	6	5	4	3	2	1	0
8) because other people will respect me more if I have knowledge of a foreign language.	6	5	4	3	2	1	0

Part 2. Listed below are some possible reasons why a student like you might choose to study Russian, along with a scale to show how strong a reason it might be. Here is an example:

EXAMPLE:

	A very strong reason in my case						Not a reason at all in my case
	6	5	4	3	2	1	0
"I chose to study Russian because my parents encouraged me to."	6	5	[✓ 4]	3	2	1	0

This student circled the number "4" because in his case, it was a somewhat strong reason, but not a very strong reason.

Please think about each reason, and then circle the number which indicates how strong a reason it was in your case.

	A very strong reason in my case						Not a reason at all in my case
	6	5	4	3	2	1	0
"I chose to study Russian..."							
1) because my parents forced me to.	6	5	4	3	2	1	0
2) because my parents encouraged me to.	6	5	4	3	2	1	0
3) because Russian is my heritage language.	6	5	4	3	2	1	0
4) because I want to travel to countries where Russian is spoken.	6	5	4	3	2	1	0

	A very strong reason in my case						Not a reason at all in my case
"I chose to study Russian..."	6	5	4	3	2	1	0
5) because I can use it for practical situations such as ordering in a restaurant or a market.	6	5	4	3	2	1	0
6) because I need to complete a foreign language requirement to get into college.	6	5	4	3	2	1	0
7) because I thought that studying Russian would be an interesting thing to do.	6	5	4	3	2	1	0
8) because I thought it would be more interesting than studying one of the other foreign languages such as French, German or Spanish.	6	5	4	3	2	1	0
9) because I want to spend time in a Russian-speaking country as an exchange or "study abroad" student.	6	5	4	3	2	1	0
10) because I have friends who decided to take it.	6	5	4	3	2	1	0
11) because I heard that the Russian classes at my school were good.	6	5	4	3	2	1	0
12) because I heard that the Russian teacher(s) at my school is (are) good.	6	5	4	3	2	1	0
13) because I have relatives who speak Russian, and I want to be able to converse with them.	6	5	4	3	2	1	0
14) because I have friends who speak Russian, and I want to be able to converse with them.	6	5	4	3	2	1	0

Part 3. Listed below are some techniques for studying and learning a foreign language. Think about each technique, and then circle the number which indicates your opinion on how useful the technique for studying and learning is or might be.

	An extremely useful way to learn						Not a useful way to learn at all
	6	5	4	3	2	1	0
1) Using new Russian words in a sentence which I create myself.	6	5	4	3	2	1	0
2) Using a mental image (a "picture in my mind") as a way to learn a new word.	6	5	4	3	2	1	0
3) Using flashcards to learn new vocabulary words.	6	5	4	3	2	1	0
4) Physically acting out new words.	6	5	4	3	2	1	0
5) Trying to find similarities between new Russian words and the English words they correspond to.	6	5	4	3	2	1	0
6) Watching Russian TV programs and/or movies.	6	5	4	3	2	1	0
7) Translating things from Russian into English.	6	5	4	3	2	1	0
8) Having the teacher translate things from Russian into English.	6	5	4	3	2	1	0
9) Having the teacher say something in Russian, and then the class chorally repeats it as a group.	6	5	4	3	2	1	0
10) Memorizing dialogues, and then saying them out loud and/or acting them out.	6	5	4	3	2	1	0
11) Creating original (my own) dialogues in Russian.	6	5	4	3	2	1	0
12) Writing notes, letters or compositions in Russian.	6	5	4	3	2	1	0

	An extremely useful way to learn						Not a useful way to learn at all
	6	5	4	3	2	1	0
13) Reading Russian newspapers and/or books.	6	5	4	3	2	1	0
14) Speaking Russian outside of Russian class with other students in my Russian class.	6	5	4	3	2	1	0
15) Carefully looking over the assignments I get back from my Russian teacher, and then correcting my mistakes.	6	5	4	3	2	1	0

Part 4. This last set of questions has to do with the role your parents might play in your studying Russian. Please circle the number which tells how true the statement is in your case. NOTE: IF YOU ARE NOT SURE ABOUT AN ANSWER, LEAVE IT BLANK--DO NOT CIRCLE ANY NUMBER.

	Absolutely true in my case						Not true at all in my case
	6	5	4	3	2	1	0
1) My parents really encourage me to study Russian.	6	5	4	3	2	1	0
2) My parents try to help me with my Russian homework.	6	5	4	3	2	1	0
3) My parents feel that I should continue studying Russian.	6	5	4	3	2	1	0
4) My parents think I should devote more time to my Russian studies.	6	5	4	3	2	1	0
5) My parents show considerable interest in anything to do with my Russian class.	6	5	4	3	2	1	0
6) My parents encourage me to practice my Russian as much as possible.	6	5	4	3	2	1	0

	Absolutely true in my case						Not true at all in my case
	6	5	4	3	2	1	0
7) My parents have stressed the importance Russian will have for me when I finish school.	6	5	4	3	2	1	0
8) My parents feel that I should learn as much Russian as possible.	6	5	4	3	2	1	0
9) My parents urge me to get help from my teacher if I am having problems with my Russian classes.	6	5	4	3	2	1	0

PARENT CONSENT FORM

Dear Parent,

Your child is enrolled in a foreign language program which is financially supported by the California Department of Education. On behalf of the Department of Education, we would like to commend you for your child's interest in a less-commonly taught language. As researchers at Stanford University, we are conducting an evaluation study on programs in less-commonly taught languages (Japanese, Chinese, Russian, and Korean) in California schools under the request of the California Department of Education. One area we are interested in is parents' attitudes towards foreign language study, and what role they might play in supporting their child's study of a foreign language.

We would appreciate it if you would take the time to fill out the attached questionnaire. It is estimated that filling out this questionnaire will take approximately ten minutes.

This questionnaire is anonymous: that is, we ask that you not sign your name anywhere on the questionnaire itself. This signed consent form will be detached from the questionnaire after collection. However, we do ask that you answers accurately reflect your feelings about the questions.

It is also important for you to know that your answers on this questionnaire will not in any way affect your child's grades for his or her foreign language class.

Your participation in this information-gathering study is voluntary. You have the right to refuse to respond to any item or section. Your individual privacy will be maintained in all published and written reports resulting from this study.

If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact Dr. Hyekyung Sung at the "Evaluation Project of Foreign Language Assistance Programs" at Stanford University, CERAS 203A, Stanford University, Stanford, CA 94305 (phone: 415-723-1827). You may also contact, anonymously if you wish, the Human Subjects Office, 1215 Welch Road, Modular A, Stanford University, Stanford, CA 94304-5532 (phone: 415-723-8666) -- you may call collect.

Thank you for your participation in this study!

I have read the contents of the above "Consent Form" and understand the purpose of this study, and my rights as a study participant. I agree to participate in this study. I certify that the answers I give will be honest.

Printed Name: ________________________________

Signature: ____________________________ Date: ____________________

Child's Name: ________________________________

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PARENT QUESTIONNAIRE

DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE!

Part 1. Please circle the number corresponding to how well you agree with each of the statements below:

6: strongly agree
5: moderately agree
4: slightly agree
3: neutral (no opinion)
2: slightly disagree
1: moderately disagree
0: strongly disagree

EXAMPLE: Studying a foreign language is a good thing to do.	6	5	[✓ 4]	3	2	1	0

This parent only slightly agrees with the idea that studying a foreign language is a good thing to do, so she circled 4.

---

1) If I were visiting a foreign country, I would like to be able to speak the language of the people.	6	5	4	3	2	1	0
2) It is important for everyone to learn foreign languages.	6	5	4	3	2	1	0
3) I wish I could speak another language perfectly.	6	5	4	3	2	1	0
4) I want to read the literature of another culture in the original language rather than a translation.	6	5	4	3	2	1	0
5) I wish I could read newspapers and magazines in another language.	6	5	4	3	2	1	0
6) I would really like to learn a lot of foreign languages.	6	5	4	3	2	1	0
7) If I planned to stay in another country, I would make an effort to learn the language although I could get along in my native language.	6	5	4	3	2	1	0

8) I enjoy meeting and listening to people who speak other languages.	6	5	4	3	2	1	0
9) Studying a foreign language is an enjoyable experience.	6	5	4	3	2	1	0

Part 2. These questions have to do with the role you might play in your son's/daughter's studying Korean. Please circle the number corresponding how true the statement is in your case.

	Absolutely true in my case						Not true in my case at all
	6	5	4	3	2	1	0
1) I really encourage my child to study Korean.	6	5	4	3	2	1	0
2) I try to help me child with his/her Korean homework.	6	5	4	3	2	1	0
3) I feel that my child should continue studying Korean all through school.	6	5	4	3	2	1	0
4) I think my child should devote more time to his/her Korean studies.	6	5	4	3	2	1	0
5) I show considerable interest in anything to do with my child's Korean class.	6	5	4	3	2	1	0
6) I encourage my child to practice his/her Korean as much as possible.	6	5	4	3	2	1	0
7) I have stressed to my child the importance Korean will have when he/she finishes school.	6	5	4	3	2	1	0
8) I feel that my child should learn as much Korean as possible.	6	5	4	3	2	1	0
9) I urge my child to get help from his/her teacher if he/she is having problems with his/her Korean class.	6	5	4	3	2	1	0

Part 3. Please check:

GENDER: Male_____ Female______

"My _____ son is in a _____ high school Korean class.
_____ daughter _____ high school Chinese class.
_____ high school Russian class.
_____ high school Japanese class.
_____ elementary-level Chinese-language program.
_____ elementary-level Japanese immersion program.

What is your ethnic background?
_____ Caucasian
_____ Latino
_____ Japanese
_____ Chinese
_____ Korean
_____ Mixed ancestry (Please specify: ________________________)
_____ Native American
_____ Filipino
_____ Russian
_____ Other (Please specify: ___________)

What languages do you speak? ________________________________

What is your first language? ________________________________

What language do you consider to be your dominant language? ____________________________

If more than one language is spoken in your home, please list them according to how often they are used:

Most-often used language ___________________________

2nd most-often used language ___________________________

3rd most-often used language ___________________________

Are you currently learning/studying a second/foreign language in class? _____ Yes _____ No

If "Yes," which language, and for how long have you been studying it?

Language: _____________ Period of study:_____ years _____ months

Did you study a foreign language anytime when you were a student in school? _____ Yes _____ No

If "Yes," which language(s), and for how long did you study it/them?

Language: _____________ Period of study:_____ years _____ months

Language: _____________ Period of study:_____ years _____ months

Language: _____________ Period of study:_____ years _____ months

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Appendix 6

Teacher/Administrator Questionnaire

Teacher/Administrator Questionnaire

1. In thinking about your program over the last four years of this grant, use the 3 point scale to indicate how successful you believe the program has been in the following areas:

	Success of Program		
	Very	Good	Weak
student interest to enroll in program	______	______	______
student enthusiasm in learning language	______	______	______
parent support of the program	______	______	______
availability of learning materials	______	______	______
implementation of curriculum	______	______	______

2. Does your program have any of the following components (Check as many as apply)

	Yes	No
library of books/printed materials	____	____
language laboratory	____	____
computers with language software	____	____
parent support group for fund raising	____	____

other (specify)____________________

3. Would you describe your project as a model program?

Yes ___ No ___

Please explain your answer:

4. Describe those aspects of your program which have worked well for you.

5. Teaching any foreign language is difficult, but are there special difficulties that you (or your program) have encountered that make teaching your target language even more difficult. Please specify what these difficulties are, if any:

6. Have you had any of the following types of classroom aides? If yes, on average how many hours per week?

	Yes	No	hrs. per week
Project-supported aide	____	____	______
Student aide	____	____	______
Parent volunteer	____	____	______
Community volunteer	____	____	______

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7. Which of the following types of support has your program received from a language heritage community and/or foreign consulate? (Check all that apply)

	Yes	No
Financial assistance (e.g., grant)	____	____
Fundraising assistance	____	____
Donations of printed materials	____	____
Donations of computers, computer software	____	____
Mentorship/internship with local businesses	____	____
Opportunities for students to interact (e.g., festivals, contests) with native speakers	____	____

8. Some programs have received more administrative support than others. Using the 3 point scale provided please specify the level of support the program has received from the following:

	Level of Support		
	High	Average	Low
Department head (if applicable)	______	______	______
Principal	______	______	______
Site council (if applicable)	______	______	______
Central administration (school district)	______	______	______
Board of Education	______	______	______

9. How would you describe your approach to language teaching?

10. How would you summarize the goals of the program at the start of the project?

11. Have these goals been achieved?

Yes _____ No _____

12. Have the goals changed over the past four years, and if so, how ?

13. What will happen to the program at your school after the grant ends?

Please complete the following:

Name ______________________________

School ______________________________

Language______________________________